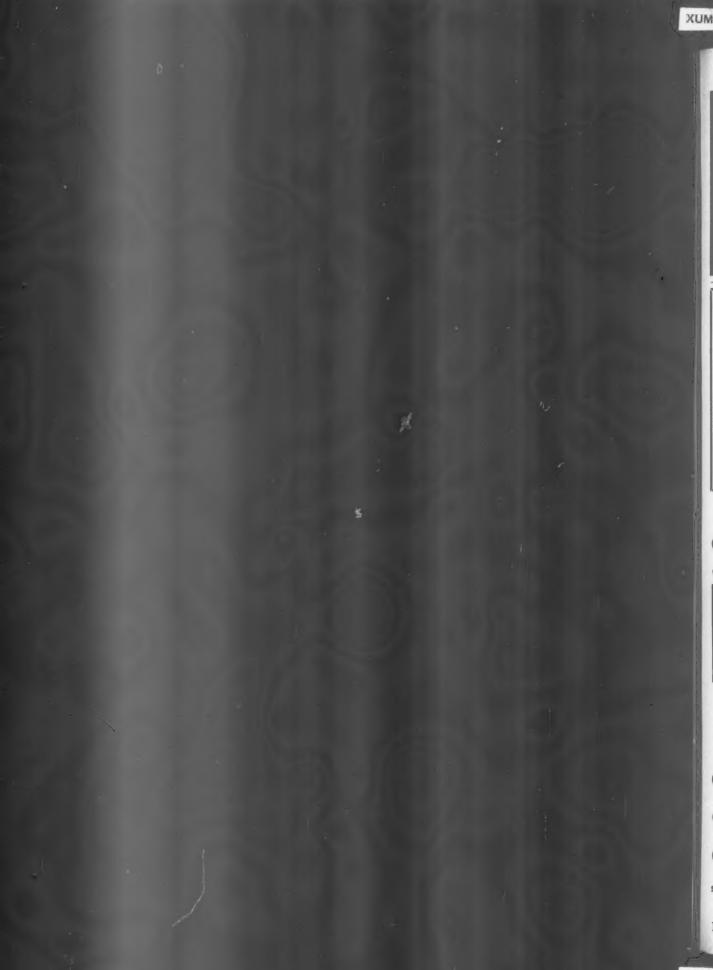


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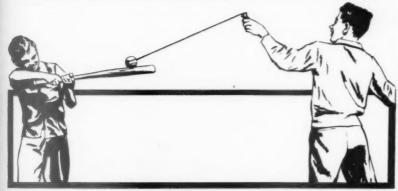
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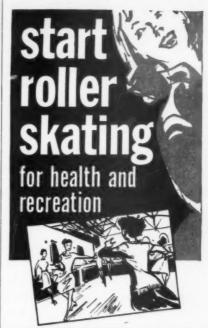
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Vol. XLVII Price 50 Cents

No. 3

On the Cover

These young lads are some of the fortunate ones who are able to gain valuable experience in camcraft, nature—and especially in group cooperation—through an organized day camping program. Photograh courtesy of Tad Horton for the Federation of Jewish Philanthropies, New York City.

### **Next Month**

Subjects of wide interest to those in many phases of recreation. Dr. Ralph Sockman's "Creative Cures for the Ills of Modern Life," will be stimulating to all. An interesting and successful experiment of a "Recreation Center for the Cerebral Palsied" is one of three stories on programs for the handicapped. Articles on music, art, swimming pool care, a "hot rod" program, Easter, are a few others.

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# NATIONAL RECREATION ASSOCIATION

A Service Organization Supported by Voluntary Contributions JOSEPH PRENDERGAST, Executive Director



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The National Council on Research in Recreation, composed of persons with a wide experience in dealing with research problems in a variety of fields, has been appointed to help the National Recreation Association develop and carry on an expanded research program. Among its functions are: to advise the Association as to areas in which basic research is desirable and feasible; to appraise and develop proposals for research projects; and to suggest ways by which needed research may be accomplished.

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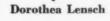
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# My Philosophy of Recreation





Ordos, BAFFLING WORDS to express recreation; how does one describe a way of living, a sensation of well being, that alive quality that brings deep satisfaction to the individual and to all with whom he associates? Recreation is always a personal thing, dependent upon sensitivity, sentiment, and sincerity.

It is this quality of sensitivity that allows for variation, flexibility, and color or "glamour." It gives a creative approach to all orthodox methods and the tools of recreation such as drama, music, arts, and crafts. Likewise, it

allows for the inter-play between the sports and the so-called expressive arts.

Without sentiment, which in ordinary words is the ability to love and to express this feeling, there can be no true satisfaction. It is the dedication of the individual participating, which assures him of personal growth. This self-expression cannot be satisfied until he in turn shares this with others.

Society may hold as taboo the verbal expression of our relationships with others, but certainly society cannot withhold from the individual, three the use of his hands, body, or mind, the tangible expression of sentiment.

Coupled with sensitivity and sentiment must be sincerity. Without this quality there is an awareness of superficiality. Recreation is a social art and not a pure art. It depends upon the needs of the people to determine its form. Within the various types or forms that are required to give satisfaction to the individual needs of the people, there is opportunity for specialization.

Specialization is the pattern of modern time, forced by the scientific age. The impact of specialization can cause disintegration through giving a hodge-podge program rather than an integrated one. It is this struggle to preserve an integration or a balance within the recreation offerings of a community that makes it play such an important role in the lives of the people. The balance of programming depends upon leaders who are thoughtful social planners, aware of opposing forces both constructive and destructive.

It is the individual, and not the masses, who is the barometer of the community's response to the ever-changing form of recreation. With an atmosphere of individual choice and self-expression, harmonious leaders blend the community and the program. Each community is a creative unit in itself.

The joy of living, the anticipation of each day is the vibrant essence of recreation. It is this that brings participation in the social art, recreation.

MISS LENSCH, director of recreation in Portland, Oregon, is a member of the National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel.



# Letters

A Challenge to Recreation

Sirs:

The growth of recreation in the first half of the twentieth century has been a story of somewhat astounding expansion. This development, however, has been a grass roots growth fostered by local needs recognized on the local level. Recreation is in dire need of inspiring leadership on the top level.

Our leaders have been studious, intelligent, far sighted, idealistic, and conscientious in their devoted work in the recreational field. At the same time they have been naive and overly cautious in their efforts to sell recreation to the American public. They have pursued a staid, safe pace in their salesmanship at a time when the high presssure approach is making all the sales.

Let us briefly consider, one by one, the areas in which we have failed and in which we are continuing to fail.

In our colleges alone we are failing in several areas. We are missing the boat in departments training recreation workers. Despite the fact that physical education is only a part of recreation, we find the positions reversed and our recreation students assuming a secondary and sometimes a tertiary position behind health education students in college departments of physical education.

Another good example of missing the boat is in the matter of school camping. Although we are credited with having the know-how and the training, it is the classroom teacher who is handling the school camping program.

Recreation programs for college students are usually poor and the average college athletic departments make a mockery of the very basic principles of recreation. Dr. Robert M. Hutchins in the Saturday Review of Literature well illustrated this when he pointed out that New York University explained that it was. dropping intercollegiate football because of its financial unsoundness rather than because collegiate football is a hypocritical mess that abnegates the very essence of fair play, sportsmanship, and amateur athletic competition.

Returning to our schools that are training recreation people we find a wide variance in curriculum and a general lack of agreement. Our courses cater to skills rather than to leadership.

At the same time we decry inroads made into recreational placements by group workers who have gone to the other extreme and learn leadership without skills. One is as ineffectual as the other.

We, along with education, are doing a poor job of recruiting students. The recent tests given by the government to determine educational draft deferments showed conclusively that the very lowest scholastic rung of the collegiate ladder is occupied by physical education, among which are included our recreational trainees.

Consider industrial recreation. Management uses recreation as a paternalistic device, a personnel gimmick, and a gadget to expedite production and prevent excessive employee turnover. Industrial recreation workers come from the plants themselves or are hired from names on the headlines of the sports pages. Organized recreation has been unable to get even a toenail inside the door of this tremendous potential.

I mentioned the sports page headlines. Our sports writers support the over-emphasis of athletics that has caused the mess on the collegiate and even the scholastic level. It has been through the sports pages that movements like Little League and similar elementary school age activities have been overly stressed, and competitive athletics have so meteorically streaked across the land.

What about the remainder of the paper? Have we sold editors on recreation so that they in turn might sell the public on recreation? We have not.

A fine example is the scant coverage given the National Recreation Congress by the Philadelphia papers while 1,700 delegates were meeting in the City of Brotherly Love. To make matters even worse, one paper in Philadelphia printed during the week an editorial pleading for support of PAL and did not even mention recreation in a single line.

Each year the New York Herald Tribune holds a forum of national interest. This year several sessions were devoted to leisure time. Did anyone from the recreation movement express our ideas? Speakers included a professor of history, an industrial designer, and a national pollster.

Now, how about our national government? At the present moment a congressional investigating committee is studying juvenile delinquency. It will be interesting to see the extent to which our top level recreation people are consulted.

Furthermore, although the practice may be a pernicious one, every major phase of American life is represented among Washington lobbies and pressure groups. If recreation can be included in such a listing, it is not to my knowledge. I believe it is vital that one know the art of self defense if bullies are to be kept from taking an unfair advantage.

What then is wrong with our leader-ship?

Consider the American Recreation Society. It has been only in the last three years that a long-standing disagreement with the NRA was settled and the hatchet buried. At the National Congress this year the rank and file expressed a strong feeling that the ARS is clique ridden.

The ARS does not have a monopoly on this type of reaction. This year one of the oldest state recreation societies found their nominating committee nominating themselves and then proceeding to railroad through the election.

Probably the easiest way to lucidly demonstrate the lack of public regard for recreation in general and our lack of leadership in particular is to point out a few items from our recent national meeting in Philadelphia.

First, the hotel. Our meeting rooms were scattered about the building and in general we were jammed into inadequate areas. Crowded exhibitors showed a lack of enthusiasm and interest.

As I mentioned earlier, the local papers ignored us. If five hundred Philadelphians outside the hotel knew that a recreation convention was being held in the city, it would be astounding.

Our main speakers included the mayor, the governor, and a secretary from the federal cabinet. The speeches were political in nature, soothing and non-commital to recreation and the attendance went from full-house to half-a-house to an embarrassingly scattered few.

At the regular meetings, discussion seemed to center on local problems that could have and should have been settled in area meetings, through district representatives, or through some personal research. We relied on our own people too much for a source of speak-

ers and almost completely ignored allied fields as well as those in direct opposition to our philosophies and endeavors.

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Most important, however, is that we came out of the congress with nothing concrete. We learned of no national trends, resolved no policies, took no stands and developed no stature.

Here, then, lies our failure. We are chameleons pacing on tartan plaids. Dr. James Conant once stated that a turtle makes progress only when his neck is out. Recreation must take stands. Recreation must fight issues. The national wire services should have been full of news from Philadelphia rather than a few pictures to the home town newspapers. Recreation must go out on an occasional limb. We cannot be all things to all men.

We must throw conservatism out the window; and yet maintain our integrity and our purposes. We must invade the newspaper and magazine worlds, for these are the most read mediums in our land. We must hammer the public with press agentry. Our product is vital enough to sell itself but the first rule of the foodmarket is that stock cannot be moved until it can be placed where it will be seen and noticed.

Space limits prevent more than a cursory scraping of the topic. Perhaps I have been iconoclastic and I have obviously eliminated all mention of many fine phases in our development. However, we cannot rest on our minor gains, and we must abandon our policy of self eulogization and meet our challenges if we ever hope to achieve our potential.

MORTIMER H. MORRIS, Superintendent of Recreation, Croton-on-Hudson, New York.

• With the permission of Mr. Morris, author of the above, a copy of his letter was sent to representatives of several organizations, who might be interested in commenting generally or on some specific item in his letter. A few of their remarks follow. Others will appear in later issues of RECREATION. Letters from any of our readers who may wish to reply will be gladly received and published. Please keep such communications to a maximum of five hundred words in length.—Ed.

# Answers to Mr. Morris

Sirs:

I have read with interest the preceding letter from Mortimer H. Morris; and as president of the National Industrial Recreation Association, I would like to comment on several of his statements about industrial (employee) recreation.

He writes, "Our courses cater to skills rather than to leadership." To this the National Industrial Recreation Association says "Amen!" We have tried in the past to point this out to the institutions of higher learning, but with little success. This year, our organization is planning to take the initiative and do something concrete about it.

Quoting again from Mr. Morris' letter, "Management uses recreation as a paternalistic device, a personnel gimmick, and a gadget to expedite production and prevent excessive employee turnover." To anyone at all familiar with the industrial recreation movement, such a statement clearly indicates a complete lack of understanding of what is going on, and he just doesn't know what he is talking about. Recreation programs would "die" in no time at all if they were based on such a philosophy. A soundly-organized recreation program in industry is here to stay and it is fast becoming recognized as an excellent human relations tool if properly used. There are literally thousands of successful recreation programs in business and industry today, indicating that industry has recognized the value and importance of providing opportunities for the wholesome use of leisure time to employees.

A. H. SPINNER, President, National Industrial Recreation Association, Chicago, Illinois.

Sirs

The letter by Mortimer H. Morris is certainly "A Challenge to Recreation." It is commendable if for no other reason than that it is different. Criticism, though not always to our liking, frequently stimulates introspection, which in turn is good for any group or any movement.

Although I do not propose to comment on the entire article, I am prompted to add agreement to one phase of it—that which comes under the general heading of publicity.

Publicity is involved in Mr. Morris' letter in a number of ways—the insufficiency of it and its poor quality at the recreation congress; its absence from editorial columns; its disproportionate share to "overly-stressed" competitive athletics; its absence from national programs where it should be included.

The remedy for the deficiencies mentioned in the article—not only those which come specifically under the heading of publicity, as we are accustomed to regard it, but other shortcomings in our field of interest—is a united and

more intensive effort to get our profession and its value into such a position that it will command the attention of editors, administrators and legislators at every level, leaders in community life and the public in general.

As the article states, recreation has had an "astounding expansion." It also has had some valuable accomplishments and many effective contributions and studies and developments to its credit. These accomplishments have not yet been sufficiently sold to the nation. Other groups such as industry, labor, the sciences and, in an allied field, education, are in the position where recognition is practically mandatory. An outstanding illustration is the unified nationwide agitation for better schools, better standards and better pay for teachers.

Every element in the recreation composition—workers, executives, professional organizations, professional publications, recreational educators—should, at their respective levels, unite in the effort to push the recreation course beyond its own strictures. We will not be called in by those who can publicize us. The pressure must come from us, and it must come with such uniformity and such force that it cannot be resisted.

Let us not be content to make studies and publish the results for the recreation profession alone. Let us not merely debate the "pros" and "cons" of some movement which arises to affect our field of activity. Let us take our beliefs to the bar of public opinions. A nationally spread headline, even if provocative, will pay dividends in its reactions. Once the populace knows we are a force, we will command respect and our opinions will be sought. Then, when we speak our voices will reach beyond our own hearing.

STEPHEN H. MAHONEY, Superintendent of Recreation, Cambridge, Massachusetts.

Sirs:

Taken as a whole the letter from Morty Morris is indeed "challenging" and stimulating. His citation of the "areas—in which we are continuing to fail" is at least sufficiently valid to shock us and cause us to squirm a bit.

Perhaps the most effective way to start action in response to this challenge would be to answer two questions: (1) Does the record show flat failure or a tremendously effective continuing sales campaign that has pushed community recreation from nothing to a nation-wide acceptance in less than fifty years? (2) What does recreation now

need most to help the next big forward push?

An intelligent understanding of the past record will certainly serve as the best springboard for the next big advance.

Anybody who was close to Howard Braucher and Joseph Lee, and the National Recreation Association in the years following 1909 would certainly laugh at the statement that recreation was a "grass roots growth . . . fostered . . . on the local level."

Somebody got President Theodore Roosevelt to call a White House Conference on Recreation. Somebody stirred Governor Hiram Johnson to back a recreation survey in California. Other nationally known leaders who were brought into real action (not just names on a letterhead) included John Finley, Myron T. Herrick, Newton D. Baker, Robert Garrett, William Mather, John Winant and Harry Overstreet.

In the first six years of the campaign, the promotional budget moved from \$25,000 to \$90,000, (and now has reached about \$1,000,000). In both world wars, recreation played an effective part and received great impetus for peace-time expansion. Capitalizing on the army draft statistics, recreation led the universal physical education campaign which spread laws requiring instruction in sports and games throughout the public schools. In both booms and depressions following the world wars recreation has been able to move into important positions of specialized service.

The recreation congresses have spotlighted and given annual impetus to recreation. Joe Prendergast in the very recent years has demonstrated the new power and skill in leadership which he will increasingly contribute. New national committees with very strong leadership have been created. Important new relations have been established with powerful allies, within as well as outside the government. International relationships have been strengthened.

Well what is holding us back? Indefiniteness is holding us back. We talk glibly about recreation and the "recreation movement." When asked what we mean we talk a half-hour. It is such a big subject and we are so full of it! We have been afraid of regimentation and scared to death of uniformity. We have said, "It doesn't make any difference what a person does for recreation." "It doesn't make any difference how a community organizes its recreational services." Social workers have said that recreation is group work, a phase of

social work by means of which twisted minds are straightened out so that individuals may live in harmony with their environment. Educators have said that recreation is a tool of education by means of which the individual is trained to bring his latent powers into full fruition. Park department executives have said that they need a recreation director to manage the use of the activity areas in the parks. Medical doctors and mental hygienists have drafted recreation as a potent therapeutic aid—and so on—and so on!!!

When are we going to stand up and say that all people have a right to recreation, whether it does them any good or not?

Every community needs a public department of recreation with the responsibility of seeing to it that adequate recreational opportunities are afforded to all residents.

Every community recreation department should plan, provide and administer the community-owned recreation facilities. Every community recreation department should lead in stimulating, aiding and correlating the recreation programs offered by the various public and voluntary agencies.

Every community recreation department should be staffed by well-educated personnel competent not only to administer recreation facilities and programs but also to cooperate with other public and private agencies needing to use recreation as a therapeutic aid.

We now have a new national committee on research. May we hope that it will find out how a number of different forms of community recreation organizations are working out? Perhaps some forms have proved ineffective and wasteful. If so, let's concentrate on selling the forms that have worked best.

E. Dana Caulkins, Superintendent of Recreation, Westchester County Recreation Commission, White Plains, New York.

### **Hospital Recreation**

Sirs:

In the article "Is Hospital Recreation on the Move," in the February 1954 issue of RECREATION, Mr. Dimock has made a sound contribution to the literature relating to recreation in hospitals.

Ffrst, his re-emphasis of the approach through people rather than through activities is stated very well. None of us can be reminded too often that our paramount concern should be the needs of the individual patient.

Second, he skillfully leads up to the important value of making all services

in the hospital positive in nature—positive for the patient in terms of his eventual return to a normal living situation.

Lastly, Mr. Dimock alerts us to the fact that hospital recreation is expanding rapidly. Further, he warns of the lack of understanding that exists among the various groups that work in hospitals and makes a plea for better understanding and cooperation.

This article does not in every respect represent the views of all who work in hospital recreation. However, this does not imply that the author has a narrow viewpoint, rather it indicates that in such a rapidly expanding field there are many viewpoints—this perhaps is a healthy sign.

DR. JOHN L. HUTCHINSON, Associate Professor of Education, Teachers College, Columbia University.

Sirs:

I have read Mr. Hedley Dimock's article with great care. I find myself becoming increasingly concerned by the article as I study it more deeply.

. . .

From my point of view three major fallacies are stated:

- 1. That the three levels of recreation as outlined in the article can be separated.
- 2. That there can be professional leadership if leadership comes from various disciplines.
- 3. That recreation is part of nursing service.

My reasons for considering these fallacies are as follows:

1. The three levels of recreation as outlined are separate and distinct. In working with people, a recognized principle is that you meet people where they are and attempt to help them to achieve greater use of and satisfactions in their own capacities and talents. People, when they are hospitalized, are no different from any cross section of people in a community. Some are recreation illiterates, some have skills and capacities for which they need outlets and others have leadership abilities which can be used for the satisfaction of individual needs and for the benefit of the group. The objectives of recreation are the same, the methods of reaching objectives simply must be changed to meet the situation in which the individual finds himself. If an objective of recreation is to give every individual an opportunity to live creatively in his leisure time, this objective remains the same whether the individual is functioning on his own in his home, in a community center or in a hospital. In each case there is the basic assumption that he has

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leisure time and he wishes to use it creatively. This indicates another important basic tenet of recreation, namely that the choice of re-creative experience is dependent upon the wishes or desires of the individual participant.

To me the three levels of recreation in hospitals, as stated, are dogmatic classifications having no validity. Recreation to be effective analyses the recreation needs and desires of people and builds programs to meet these needs and desires.

That there can be professional leadership with that leadership gathered from any number of different disciplines.

The mark of a profession is that it is based on a highly specialized intellectual technique and that the professional technique is capable of communicating thoroughly a highly specialized educational discipline. Recreation today is usually considered to have made some real strides towards achieving this level. However, if any discipline can be considered adequate preparation for recreation leadership, then professional status can never be achieved because no specialized technique will ever be fully developed.

3. That recreation is part of nursing service.

The whole person enters the hospital and in every facet of service to him, it must be recognized that he is a whole. However, through specializations such as the laboratory, the surgery, nursing, medicine, physical therapy, occupational therapy, social service, recreation service and others, the whole individual is served more deeply because each specialist has a particular depth of knowledge in one area of learning. Once upon a time a shoemaker made a whole shoe. Today he makes a part and that part makes a contribution to the whole. There is more precision in making each part even though the whole becomes less personalized. So it is in our professions each profession makes a precise contribution and great effort must be made in a team-work approach to make sure that a whole is achieved. Perhaps our team work has not been perfected but certainly our professional techniques have been developed. The nurse has a special contribution to make. Let us hope that other professions will complement hers, leaving her free to do her job while the recreation leader does his. Recreation is not a treatment per se, it is a re-creative experience in leisuretime.

DR. EDITH L. BALL, Advisor, Hospital Recreation Curriculum, New York University.



The Rhythmaster is the most unique instrument of its kind. With one easy movement, the teacher, the director, or the coach, can slow down a phonograph record to as little as 1/3 its normal tempo or speed it up as much as 300 percent to suit the rhythm requirements of any activity. This is because the Rhythmaster is the only instrument in which the speed is continuously variable over the entire range from 25 to 100 rpm. Moreover, only with the Rhythmaster can the speed be varied without the need for resetting or stopping. It is designed for all records: 33-1/3, 45, and 78 rpm, up to and including 16 inches in diameter.

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# Things You Should Know . .

- ▶ PLANNING AND CONSTRUCTION OF SO-CIAL AND RECREATION BUILDINGS is emphasized in the January 1954 issue of the Agricultural Record. Recreation centers, playgrounds, pools, park shelters, fieldhouses, museums are covered.
- THE TASK OF COMPILING A COMPRE-HENSIVE LIST of all community festivals and celebrations to be held during June, July and August 1954, has been undertaken by Theatre Arts magazine. A special forty-page section of the May issue will be devoted to this; and a large folding map of the United States, marked with location of each event, and directions as to how to get there will be included with the magazine. Theatre Arts has asked us to request the assistance of park and recreation executives in securing such information from their areas. Here is an opportunity for you to be of further service to your community by helping it secure national publicity for its special events. Deadline is March 20, so mail promptly to NRA, marked for attention of Joseph Prendergast.
- ▶ How to Choose the Right College for Your Recreation Career is the topic of a new and attractive leaflet just published by the National Recreation Association. This is a result of the activities of the Sub-committee on Undergraduate Education, of the National Advisory Committee on Recruitment, Training and Placement of the NRA; Charles K. Brightbill is chairman. Single copies of the leaflet are available free to individuals, in limited number to agencies.
- THE NATIONAL CHILD LABOR COM-MITTEE celebrates its fiftieth anniversary next month. In 1916 the first Federal Child Labor Law was enacted. Marked changes have taken place during these fifty years. In 1954, to date, twenty states have adopted sixteen- and fourteen-year age standards in their child labor laws, similar to those in the federal law.
- THE OUTDOOR SWIMMING POOL STUDY COMMITTEE of the Conference for National Cooperation in Aquatics,

- under the chairmanship of George Butler, is gathering information on the design of outdoor swimming pools. The study, when completed in 1954, will help determine the relative merits of different pools and will give guidance to communities in selecting the type, size, depth and design of outdoor pools.
- ▶ THE FIRST REPORT TO THE GOVERNOR of the Virginia Inter-Agency Committee on Recreation recommends that funds be made available to the Inter-Agency Committee "to employ a full-time executive secretary who would have an adequate background in and comprehensive philosophy of recreation."
- ▶ A SPECIAL ORDINANCE passed by the local city council in Niagara Falls, New York, abolished the existing department of parks and recreation and created a new Department of Recreation. A new Department of Public Service, created by the same action of council, includes the former departments of engineering, parks, sewage disposal, public welfare, markets and water distribution.
- ADOPTED AT A RECENT NORTH CARCLINA Recreation Society Conference, was a resolution re-affirming the awareness of the society to the need for positive action in mobilizing community recreation resources for a civil emergency. The society recommended to the North Carolina Recreation Commission that plans for the operation of recreation programs be worked out, which could be put into operation immediately should major disaster occur anywhere within the state
- ▶ A TAPE RECORDING MUSIC CONTEST, judging of which will be held in conjunction with National Music Week in May 1954, is being conducted for a second year by the Air Training Command. If your community is adjacent to a base of the ATC, you may be able to assist with some of the activities of the contest.
- TRIPS, TOURS AND PACKAGE TOURS were the subject of the Recreation Pro-

gram Aids, of the Defense Recreation Bulletin Service of the NRA, for January. If you aren't on the defense bulletin mailing list, which is one of the services of the association for defenserelated activities, we'd like to point out that you are missing something good.

▶ TESTIFYING BEFORE THE SENATE JU-DICIARY SUB-COMMITTE investigating juvenile delinquency in Washington, January 21, Joseph Prendergast said that the communities of the country were to be commended for their efforts to provide opportunity for juvenile decency and to decrease opportunities for juvenile delinquency through community recreation programs.

Mr. Prendergast requested permismission to include in the records of the hearing additional material, to be based on letters from recreation executives being received in reply to his Newsletter of January 11, and the notice in Recreation, February 1954, requesting concrete examples of the relation of delinquency prevention to recreation.

YEAR-END SUMMARY OF SERVICE for 1953, from the Correspondence and Consultation Service of the NRA shows that more than 22,000 letter requests and a thousand telephone requests for information and guidance were met. More than fifty per cent of the requests came from municipal recreation departments. Almost one-fourth of all the requests were concerned with facilities, layout and equipment. Within this group, most frequently inquiries were on outdoor swimming pools. Questions varied from the very general to specific inquiries.

# Sorry!

The price listed for the book, Folk Dance Syllabus Number One, in the January 1954 issue of RECREATION was incorrect. The correct price is \$2.00.

An open competitive examination for the position of Superintendent of Parks in Pasadena, California, will be held in the near future. Applications may be filed till March 26, 1954. Starting salary is listed at \$570 to \$680 per month, depending upon experience. The equivalent of college graduation plus five years of park administration is required. There are no residence requirements. Announcements and applications may be obtained from Theodore P. Morris, Personnel Director, City Hall, Pasadena 1, California.

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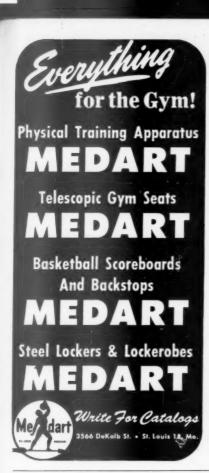
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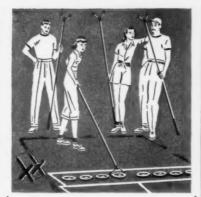
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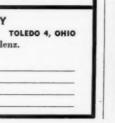
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# **Editorially Speaking**

# **Day Camping**

Day camping has now existed long enough to be on the way to becoming an old story. "There are variations in particular details of day camping from community to community, but what is good day camp practice is clear and can be framed in words, caught and set down for guides to be used as points of departure for establishing new programs or for revising old ones that have somehow lost sight of the functions

proper to them.

"If there is anything in a name, day camping must provide some kind of camping program. . . . It should offer an opportunity for recreation and relaxation; physical and mental, social and emotional growth; a challenge to go adventuring beyond the limits of everyday environments; the excitement of new experiences, of new knowledge come upon informally; a sense of security and of well-being gained by achievement; an awareness of the self-sufficiency and the resourcefulness that lives in every human being. All this day camping should provide in the out-ofdoors. For the important emphasis in day camping—the thing that relates it to camping and distinguishes it from the activities of the home, the community center, or the playground-is the emphasis upon nature. Day camping is recreation in the out-of-doors.

"Emphasis upon nature must be the core of the day camp program. All elements of the program must spring from it and lead back to it. To a child bound to the city, nature is a great mystery, an unlimited adventure. He will find in the out-of-doors 'dynamic adventure latent in every common thing.' This is his birthright, traded for a mess of civilization's gadgets. To restore that heritage to the child is a proper function of day camping."—From Day Gamping, National Recreation Association.\*

# Shop Talk

A WRITER'S ETHICS. If you submit written material to any publisher of books, periodicals or newspapers, it is IMPORTANT—to yourself and to your publisher—that you, as a responsible author or compiler of material, observe

the following ethical procedures:

- 1. DO enclose a stamped, self-addressed envelope with your manuscript—that is if you want it back in the event that it is not accepted. Non-profit organizations cannot pay this postage; commercial publishers will not.
- 2. DO NOT submit the same article to several different publishers at the same time, if you wish to avoid embarrassment—to say nothing of the danger of a lawsuit. Publishers consider your material in good faith, and they cannot take the time to check, or to guess at, any other publishers to whom you might have sent it. When a publisher has finally accepted your material, remember that it is no longer free and clear for you to submit to another.
- 3. DO always be careful—when incorporating a quote in your article—to quote correctly. Always give name of author (correctly spelled), correct title of source of quote, the publisher, publication date, and price. This can be done in a footnote.
- 4. Be careful to quote names of books, songs, articles, and so on correctly.
- The special playground issue of RECREATION will be published in May 1954 rather than in April.
- When planning to write-up your successful Easter programs, or other special programs, for RECREATION, please do so right after they happen, while they are still fresh in your mind.

### **Music Week**

National Music Week will be observed May 2 to 9 this year. Send to National Music Week Committee, 315 Fourth Avenue, New York 10, New York, for program suggestions.

### Leisure Time

"A man dislikes being a slave to too many gimmicks," writes Robert C. Ruark, in his column in the New York World-Telegram and Sun. "He derives a certain satisfaction from doing things with his hands. I suppose it's called personal achievement."

Two recent issues of Business Week were devoted to the new leisure market and came to the conclusion that spending money for the new, increased leisure time will vitally affect our future national economy. There is just so much food, clothing, shelter and other necessities of existence, but there is no foreseeable limit as to what will be needed and can be used as leisure time increases.

Tide, the advertising magazine, reported not long ago that the biggest factor in our economy today is the revolution in marketing resulting from the impact of leisure-time living, the do-it-yourself movement, and the shift to the suburbs.

"In taking stock of new economic facts which must now be related to the recreation movement," Joseph Prendergast told delegates to the Boston University Recreation Workshop recently, "we must consider carefully what this new emphasis on leisure means to the lives of every child and adult.

"Recreation has significance in relation to juvenile delinquency, to the development of sound physical and mental health, to wholesome family living and even to the friendly relations of countries in the international field.

"But the importance of providing real recreation opportunity for millions of Americans in order to satisfy their increasing need for a creative use of leisure is a challenge to recreation leaders of the first magnitude."



<sup>\*</sup>Price Fifty Cents

# You Remember

Howard Braucher

You remember the watercress you found by the stream, the chestnuts, hickory nuts, walnuts, butternuts, the tiny beechnuts you gathered in the fall after the frosts, the sassafras root, the



blueberries, the elderberries, the wild gooseberries with their thorns.

You remember the smells—in the woods, in the swamps, in the pasture, by the seashore, where the wild roses grew, or the little island just thick with violets, the smell of the clambake, the smell of the wood fire, the smell of the bayberry you ground up in your hands.

You remember the nice feel of the road dust on your bare feet, the good old "squush" of the mud between your toes, wading in the creek at recess, catching tadpoles to be watched as they grew up, turning stones over to find what lived underneath, the first joy of swimming in the ocean, of giving yourself entirely to the water.

You be member—if you lived away from the mountains—the first climbs, the delight of finding the springs you could drink from, coming on the deer, watching them bound away from you, getting above the timber line, above the clouds, and when the sky cleared, seeing for miles and miles.

You remember always the birds, the trees you climbed as a boy to study their nests, the pheasants flying up, perhaps the wild turkeys, the dozen or so little bobwhite following their mother on the ground, one behind the other, yet never walking in a straight line, the tiny hummingbirds always coming to the same place by the side of the porch.

You remember many sounds—the sound of the sea when it is calm, the sound of the sea in the winter storms on a rocky coast, the lapping of the lake water at your camp as you wake up in the morning, the sound of the wind in the trees, the cry of the loon on the lake, the sound of the rushing mountain stream, the roar of the great falls, the sounds of myriads of insects, the sound of the "jugger-rum."

You remember the sight of the first flowers, the wheat just coming out of the ground, the trees leafing out in the spring, the color of the leaves in the fall, the first snowstorm, sunsets over the ocean or the lakes that are unbelievable.

You like now to remember that much of our land and water and their sights and sounds and beauty withal belong to the people—deeded to them forever and forever.

From A Treasury of Living

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LOSE to six hundred lucky youngsters from the sidewalks of New York are doing their summer day camping on a new and permanent fifty-acre woodland tract within the city limits but far from its steaming pavements. This vear the children, between seven and fourteen, soon will usher in the second season of the Henry Kaufmann Campgrounds, the first day camp with a permanent site and facilities to be established in the city by a private philanthropy. While central administration, maintenance staff and program guidance are offered by the Henry Kaufmann Campgrounds of the Federation of Jewish Philanthropies, each of the four affiliated neighborhood centers simultaneously uses the site, plans and administers its own program.

When the new camping project was opened last year, the federation viewed it as a pilot experiment which, if successful, could be a model for three similar facilities circling the city and serving most of the 3,500 youngsters now enrolled in the federation's day camp program. The post-season evaluation was so optimistic that plans for a second permanent camp are now well under way.

To be sure, the children participating in the Staten Island project last summer were a mere handful from the more than 100,000 children throughout New York City who turn to day camps for their summer recreation. But the ex-

MR. DANIEL S. SCHECHTER, an instructor at the Newark College of Engineering in New Jersey, has written numerous articles on social welfare topics.

# CITY DAY CAMPING

citing venture is viewed by social workers and health department officials as a possible means to speed the improvement of modern day camping programs and standards in New York City and elsewhere.

Even enthusiasts in the day camping movement are disturbed about some existent low standards in this field, in widely separated geographical areas. Many of the problems in day camping stem from overcrowding and makeshift activities which have accompanied its sharply increased popularity in the last decade. But with its mushrooming has come additional understanding of its value and role in child care. The idea is no longer simply to take children off the streets. It can and should be a groupcamping experience, encompassing almost everything but sleeping away from home, for those youngsters who cannot take long separation from family or community or who need sustained, supervised, all-summer care instead of just two weeks in the country. The idea behind the Henry Kaufmann Campgrounds-named for the foundation which donated the funds for the site



of this \$250,000 undertaking—is to remove youngsters to a rural haven close enough to the city to make twice-aday transportation feasible.

Each morning in July and August they gather in groups of up to 150 at the federation-affiliated community centers located in lower Manhattan and Brooklyn, and board buses for their island refuge. With the bus and ferry ride combined, the campsite still can be reached in one hour. The groups' experiences have indicated that such travel time need not be fatiguing and, indeed, that a variety of activities can be used to keep children happily occupied and relaxed. Quiet games, group singing, story telling, discussions, program planning and even dramatic play have been utilized to make travel educational and pleasurable. Considerable time is allowed for observation of historic spots.

Twenty-two federation-affiliated community centers are eligible to arrange for the use of one of the campsitesor half a site if that suffices-on a seasonal basis. The agency which sends the child also supplies his counselors and arranges his program upon arrival. The permanent campgrounds staff is charged only with operational and housekeeping responsibilities and with directing a few key, coordinated activities. For instance, a nurse is on duty to care for minor illnesses and injuries. Perishable foods such as meat, milk and ice cream are furnished in bulk and at cost to units who request them far enough in advance. Otherwise, each unit supplies its own lunches. A swimming pool director and his assistant oversee the transient counselors patroling the pool's edge while their campers swim. Here, as in certain other activities, the rules laid down by camp director Monte S. Melamed are enforced. At least half the counselors accompanying each group to the grounds must be on duty at the pool while their charges are in the water. Their responsibility begins with superintending required soap showers and includes shepherding their groups back to their units.

The roles of the nature and campcraft counselors are of paramount importance in the experience of young-

# Country Style

sters, some of whom have not been "to the country" before. The nature cabin at camp is a retreat for the initiated and a constant source of curiosity for the newcomer. While the nature counselor plans activities in tree-planting and wildlife identification, gardening, campcraft and camping-out, animal husbandry, first aid and mapping, the bulk of the ideas and the means for their execution are conceived in the individual units. That's part of the camp philosophy: assistance but not domination by the permanent professional staff.

During most of the day, each agency is on its own. It has its own unit with a rustic-style shelter including storage space for clothing, teaching supplies and equipment, adequate toilet facilities (insufficient facilities often are a black mark against day camps), showers and drinking fountains, play fields, a council ring seating 150 and serving as a "theater in the round," a campfire place and craft facilities. Of course, each agency is eligible to use such central facilities as major athletic fields, the three ponds scattered around the camp (too shallow for swimming but one of which, at least, may be used for boating and fishing), the 100-by 40-foot outdoor swimming pool which may be lighted at night, the central office and store building, and, of course, the surrounding woods and fields. Although the camp is intended primarily for seasonal use by affiliated agencies, it has many other uses. Other social agencies also can arrange to use it on a daily basis for trips or picnics by organized groups six through sixteen years of age. Teenagers, young adults and adults occupy it during evenings, weekends, or at other times when children are not camping. Splash parties, campfires and cookouts, swimming and athletic meets, and track and field days have been held here by

teen-agers during the warm weather. During the winter the camp has been filled with sleigh riders, skiers and ice skaters. During the school year, teachers use it for field work in the teaching of conservation, nature lore, crafts, outdoor and group living, forestry, geography and other subjects. It also serves as a training ground for agency staffs preparing to improve use of campgrounds in general, and is equipped to handle various groups using it on a limited basis for overnight and weekend camping during the off-season.

While the Henry Kaufmann Campgrounds serves as a model toward which other day camps may aspire, the board of directors is constantly considering how to improve it and day camping in general. The problem in New York City is especially acute. Of the 100,000 children ranging in age from three to sixteen years who use the New York City private and voluntary summer day camps, present laws protect only the 25,000 between ages of three and six.

In his message at the June dedication ceremonies of the campgrounds, Milton Weill, the federation president, urged the following six-point program to raise the standards of day camping:

 Provision by the park department of camp ground facilities in its acquisition of new recreational sites on the periphery of the city.

(2) Provision by the board of education in its acquisition of new sites for school buildings, in certain areas, for sufficient acreage to include day camping sites.

(3) Relaxation of the zoning laws to permit day camps to operate within a reasonable distance from the city.

(4) Relaxation of parkway regulations regarding bus travel on state and county parkways during certain hours of the day, to make possible quicker



Camping adventures are made possible within city limits, but far from its steaming pavements and crowded streets.

travel to day camping sites and to make feasible the utilization of country sites removed from the heavily congested city areas.

(5) Financial assistance from municipal and state governments on a feeper-child basis to private philanthropic agencies accepting as day campers children under public care.

(6) Free transportation on publicly and privately owned ferries and bridges, a concession which New York City already has made.

To implement this program, Mr. Weill recommended that city and state officials create a day camp commission "that will have the power to regulate and enforce basic standards for day camps, and that it be composed of representatives of the various departments responsible for health and welfare standards, representatives of the park department and the board of education."

There is increasing recognition of the fact that in good day camps youngsters benefit from major camping facilities and obtain the valuable social experience through being part of their own small neighborhood group and even smaller age group. The Henry Kaufmann Campgrounds is making possible a day camping program that in almost all respects, except sleeping away from home, is a real country-counselor-camp experience. It marks an important advance for all of day camping in its struggle to come of age.



This material, reprinted from the Handbook of Day Camping, put out by the Chicago Park District, gives how-to-do information valuable to a successful day camping program.

As Conducted by The Chicago Park District

Walk along in a park where a day camp is going on andlook! A group of boys and girls are trailing along, gathering dandelions as they go. The young leaves, they tell you, are "lettuce" for their noon-day salad, the yellow heads decoration for their camp table. As you approach the lagoon, you see boys and girls fishing, while close by are other campers seriously engaged in the business of putting finishing touches to their fishing poles. Across the way-near the playground-you can hear and, as you walk closer, you can see youngsters making individual tin can stoves. (Come early some morning this summer and you will be sure to see, smell and maybe taste a breakfast cookout.) Listen! Hear the singing? As you pass by the field house, there on a grassy plot where the trees grow tall (do you see the horse-chestnut?) the songsters are singing lustily as they help their animal puppets make a bow-and "on with the show!" What fun!

Program like this does not just happen. In the Chicago Park District day camps, it is the planning by the recreation staff which brings the fun of outdoor living-in-groups within the reach of a maximum number of boys and girls.

### What Is Day Camping?

A day camp, as the name implies, is camping by the day. The campers come from home in the morning, live throughout the day with companion campers of their own age level and similar interests, and return home late in the afternoon to rejoin their families. This cycle, starting each morning with family, reaching out to include camp life, and returning each afternoon to the family, makes day camping a cooperative undertaking, in which parents and camp staff share the responsibility. Once the cycle is completed, there comes another start—another day at camp planned to give the youngsters fun and adventure; the group experience of living, working, playing and planning together; opportunities to use known skills and learn new ones; new experiences in the out-of-doors—experiences that lead to increased understanding and new appreciation of the world about us.

Why Day Camps?—Day camping is comparatively inexpensive and is, therefore, available to many children who otherwise might be deprived of camping experience. Its low cost makes possible a longer camp period or season.

It frequently is of value as an introductory camp experience, particularly for a child who, emotionally, is not ready to be away from his parents for any length of time

A day camp program is child-centered and outdoors-centered. In combination, these two forces indicate a program keyed to conservation: conservation of children and of natural resources.

When we consider the fact that a child's summer of day camping with us may be his only camp experience, we begin to recognize our responsibility and the impact of our efforts in this field. The Day Camp Season—The length of the day camp season varies in different park locations from six to seven weeks. Some of the parks operate a one-period, others a two-period camp. The one-period camp serves the same campers throughout the entire day camp season, whereas the two-period camp is open to new registrants at the beginning of the second period. The re-registration of campers from the first period is welcomed unless the number of new registrants for the second period prevents it.

The opening date of day camps is determined largely by the day of the week on which July the Fourth falls. Since this is a variable factor, the first day of day camp is announced each year in the *Program Book of Activities* issued by the Division of Recreation.

The camps, in general, operate Mondays through Fridays from 9:30 A.M. to 4:00 P.M. Several camps, however, choose to schedule an afternoon-evening session once or twice a week, in order to make possible an evening get-together for parents and campers and/or an after-dark campfire program. Such variations in time schedules are made known when the campers register.

Who Are The Campers?— Boys and girls ranging in age from seven through twelve years. The majority of the youngsters live within walking distance of the park locations; a relatively small percentage come to camp by public and/or private transportation. Some of the boys and girls have had camp experience; some have not. The children represent different nationality groups, different racial groups, different religious backgrounds and varying economic groups. There may be some who have physical handicaps.

Few teen-agers register in our park day camps. We do not attempt to change this condition, for we recognize that, in general, youngsters in this age group wish for and perhaps need the broader experience of camping farther from home. Consequently, those teen-agers who show an interest in our day camps are encouraged to become a part of the camps through participation as junior counselors. Special training prior to the opening of camp and opportunities for in-camp training and consultation with adult leaders make it possible for the teen-age counselors to carry their responsibilities creditably.

### Personnel

Every employee in a park that operates a day camp is considered an essential part of the camp staff. Following is a listing, by title, of personnel who contribute to the overall success of our day camp program.

Park Supervisor
Playground Supervisor
Instructor, Arteraft
Instructor, Craft
Instructor, Drama
Instructor, Physical Education (Women)
Instructor, Physical Education (Women)
Red Cross Swimming Instructor
Red Cross Swimming Instructor

Our recreational personnel, with the exception of a small percentage of summer leaders, is employed on a year-round basis. This is an advantage in that the qualifications of leaders are known and used as a guide in camp placement. Proper placement—the right person in the right place—is important, for personnel, including volunteers, is one of

the most, if not the most significant factor in the success of a camp.

Volunteer Counselors—The use of volunteers results in a reduction in camper load per camp leader and this, in turn, signifies better all-round camp program. This possibility is worth investigating.

Possible sources for volunteer counselors are: mothers and other adult relatives of campers; women who are members of park recreation groups during the indoor season; seniors—young men and women—who have "grown up" in park recreation groups; former teachers; former leaders in Boy Scouts, Camp Fire Girls, Girl Scouts; members of church groups, garden clubs, social agencies.

Final acceptance of a volunteer should be on a selective basis, effected through previous personal acquaintance and/or personal interview. A definite commitment to a time schedule is considered a "must." So, too, are qualifications number one and number two which are presented in the following section.

Oualifications Of All Personnel-They should:

- 1. Like children and adults; have ability to work with them.
- 2. Enjoy outdoor living.
- 3. Be emotionally mature.
- 4. Have good health.
- Have ability to work cooperatively with other members of staff.
- 6. Be tolerant, considerate, fair-minded.
- 7. Be interested in contributing to the achievement of the objectives of the camp.
- Have skills and abilities for specific responsibilities they are to carry.

In addition to the above qualifications, the executive director and the camp director should have the following:

- Experience in administration and in working with groups.
- 2. Skill in the supervision of staff.
- 3. Initiative, resourcefulness and sense of responsibility.
- Some previous experience in outdoor activities or camping.

Staff Responsibilities—Assignment to camp duties entails a temporary change in responsibilities and title. The tabulation below shows possible distribution of jobs by titles that identify them.

Park Titles			Camp Titles
Park Supervisoracts	as	******************	<b>Executive Director</b>
Playground Supervisoracts	as	*****************	<b>Executive Director</b>
			or
Instructoracts	as	8008000000000000000000	Day Camp Director Day Camp Director
			Assistant Day Camp Director
			or Camp Counselor
Recreation Leader acts	94		Camp Counselor

Job Descriptions—Job descriptions, because they itemize in detail what is expected of each staff member, help the individual leader and the whole camp function more happily and efficiently. Indication, in the job analysis, of the relationship of each specific position to the total camp program is essential as an aid in bringing about the cooperation of

all staff in the performance of all camp duties. If, for any reason, adjustments in job analyses are indicated, the matter is referred to the staff for discussion and action.

The responsibilities of camp staff of various classifications are likely to vary in different camps. A suggested division of responsibilities follows.

### Executive director should:

- 1. Have thorough understanding of day camp operation.
- Promote day camp program through distribution of camp folders, posters, talks before community organizations.
- 3. Develop, through conference with area supervisor, camp director and counselors, the policies and general objectives of the camp; determine the location of the camp site; set the camp fee.
- Collaborate with day camp staff in planning and presenting pre-camp and in-camp training courses.
- 5. Be aware at all times of what is going on in camp.
- Collaborate with day camp director and assistant day camp director in administering the camp, making reports and evaluations.

# Day camp director should:

- Develop through staff conferences the objectives for camp and ways of carrying them out.
- Collaborate with executive director and staff in planning and presenting pre-camp and in-camp training courses.
- Cooperate with executive director and staff in administering the camp and in making inventories, reports and evaluations.
- 4. Organize and supervise program, equipment, facilities.
- Work directly with children's group or groups in capacity of counselor.
- 6. Interview parents and prospective campers before, or at time of, registration.

### Assistant day camp director should:

- Take over responsibilities in the absence of day camp director.
- 2. Assist day camp director with supervision, administration, registration, pre-camp and in-camp training.
- Help plan and organize rainy day programs and special all-camp events.
- 4. Act as counselor in children's group.
- 5. Organize and keep inventory of supplies.
- Supervise all arrangements related to lunch-time milk for campers,

### Camp counselor should:

- 1. Be responsible for a group of twenty-four children.
- 2. Help this unit group plan, and participate with them in carrying on their activities.
- 3. Keep record of attendance and of participation of group.
- 4. Report evidence of illness to the day camp director.
- 5. Effect a democratic plan of government for the group.
- 6. Evaluate progress of individual children and of group.

### Training of Personnel

# Pre-camp training is:

Presented for all day camps at a centrally located park.
 Open through approval of area supervisors, technicians and park supervisors—to all members or representative



Fishing is a popular part of outdoor living at Garfield Park Day Camp. All gather for a measuring of day's catch.

- members of day camp staffs.
- Presented at a centrally located park for all newly assigned camp counselors.
- Presented at each local park day camp for all local camp staff, including volunteer counselors.

# In-camp training consists of:

- Staff meetings—Arrangements should be made for frequent meetings of all staff or unit staff for planning and evaluation.
- Conferences—The park supervisor and the day camp director should welcome and be available for consultation with individual staff members.

### Pre-camp training includes:

- Discussion—The day camp staff evolves the objectives of their particular camp and the plan of organization; staff responsibilities; staff relationships; methods of registration, attendance, records.
- Discussion—What are the campers' needs and interests?
   How can we meet them? Planning and carrying out a program in a camp; progression in camp activities; resthour opportunities; camp government.
- 3. Practice, demonstrations, discussion—Program activities and techniques, including arterafts, camp bulletin boards, camperaft, campfire programs, crafts, dramatics, games, nature lore, exploration of campsite, outdoor cooking, puppetry, rainy day activities, songs, story telling, swimming.
- Information and exhibits—Resource materials; community resources and how to make use of them.

# **Pre-Camp Preparation**

Explore the campsite for program possibilities and to ascertain maintenance needs.

Camp Records—Review records of previous years (consult area supervisor and predecessor for additional information and suggestions). Check inventories of equipment and materials.

Day Camp Calendar—Establish dates and hours for registration period (early registration aids in program planning); establish opening and closing dates; set daily schedule. Publicity—Release publicity: include camp location, address and telephone number; park supervisor's name; day camp calendar; camp fee. Mail cards to former campers. Confer with school principals; provide them with publicity

folders for bulletin board purposes.

Community Relations—Write or visit, personally, representative members of local churches, schools, parent-teachers' groups, civic organizations, local and metropolitan newspapers, radio stations and local theaters. Prepare posters and flyers for distribution.

Milk—Make arrangements with reliable dairy for scheduled delivery of milk.

Requisitions—The park supervisor submits a requisition to the area supervisor for the following materials and equip-

 Post cards
 Pencils
 Blotters

 Postage stamps
 Paper clips
 Receipt books

 Letter heads
 Ink
 Storage cabinets

 Envelopes
 Pens
 Financial journal

 Erasers
 Thumb Tacks
 Carbon paper

Work Orders—Approximately one month prior to the opening of camp, submit written requests for necessary maintenance relating to camp grounds; also, for the delivery and/or placement of benches, logs for the council ring, canoes, life preservers, archery targets, cookout grills, fishing poles, sand in sand-pits, athletic equipment, directional signs.

Equipment and Materials—Unpack and list items left over from previous year. Arrange in storage cabinets. Order necessary equipment and materials as soon as needs are known.

Camp Apparel—The camp fee, in some camps, is planned to include the cost of such articles as "T" shirts—marked with name of the camp—gob hats—a different color for different units—camp bags with identifying numbers.

As soon as quantities and sizes are ascertained at the time of registration, the articles should be ordered, so that distribution may be made on the first day of camp or very soon thereafter.

Trips—Ascertain cost of contemplated trips via bus (be sure to deal with a bonded company). Reserve dates for scheduled trips.

Health Examinations—Arrange, if possible, with local doctors for free medical and dental examinations of campers who cannot afford to pay for them.

Medical Report Forms—For the protection of the camper and the camp, each child should be required to submit a medical report authorized by a registered physician, certifying that the camper is or is not physically fit to participate in an active day camp program.

Absentee Forms—Absentee forms, printed or mimeographed on United States post cards are an essential office item (for notification to parents or guardian whenever a child is absent).

Instructions for Campers—A mimeographed copy of detailed instructions given to each camper at the time of registration will be an informative guide for children and parents that should facilitate easy adjustment to day camp program.

Professional Material—Obtain from the Special Library, Burnham Park and from the Chicago Park Library printed materials on day camping, nature crafts, dramatics, games, waterfront activities, arterafts, Indian lore, outdoor living.

# Program

Pre-Planning—The day camp program should be preplanned in terms of the over-all objectives of the camp and program possibilities. Objectives are considered from three points of view:

The campers. Each looks forward to fun with other children, to learning new skills, to belonging in a group.
 The parents. Their aims in sending their children to camp coincide with those of the children, but they extend

camp coincide with those of the children, but they extend to include physical, mental and social development and appreciation of the outdoors.

The camp staff. Their goals parallel the aims of the parents, but are analyzed more definitely in terms of program activities that produce appreciations and other intangibles.

These objectives are guide lines to the staff in building and carrying on all phases of program.

As a first step in program development—prior to the opening of day camps—staff members work together to plan program possibilities:

 They analyze their particular camp situation into its components and interpret each factor in its relation to program possibilities.

Campers: Consideration should be given to age, sex, interests, interest span, physical development. Have they had previous camping experience?

Camp Staff: How many staff members in proportion to campers? What specific teaching abilities does each staff member have? What new activities can staff members learn to teach (through pre-camp and in-camp training)?

Camp Site: What specific resources stimulate program? (Swimming pool, sand pit, trees, birds, insects, flower gardens, weeds.)

Community: Is it a home community of beautiful trees and lovely gardens? Is there a public library—and possible story teller service? Is it an industrial neighborhood? Make arrangements to use the facilities for explorations.

"faterials and equipment: Kinds and availability of macorials and equipment are important factors in determining program.

Camp Fund: Individual camper fees and programs are to some extent inter-dependent; one may limit the other. The camper fee is set in terms of program needs and the total of all camper fees constitutes the camp fund, which is used one hundred per cent for camp program purposes.

- 2. Camp staff makes a list of activities they consider worthy of inclusion in the camp program.
- 3. The staff members together select activities that will achieve the over-all objectives of the camp. They emphasize: activities that are best carried on in the outdoors; those that produce understanding and appreciation of nature; those that produce group spirit—in planning together, singing, cooking, group games, competitive stunts.
- 4. The camp staff selects and schedules program highlights such as a nature field day, a birthday party, a progressive cookout (each unit plans, prepares and serves one course to

all other units).

5. The staff members include parent's night or family night in the program plan—if not on a weekly basis, at least twice during a camp period of six weeks.

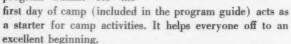
6. The entire camp staff checks the pre-program plan. Is it recreational, educational and health promoting? Does it provide for rest periods, for progression in activities? Does it include a definite plan for the first day or first few days of camp, for use before the campers are well enough organized to help with the planning?

Final Test—Does the preplanned program indicate the probable achievement of camp objectives — objectives of the campers, parents and camp staff?

Why Pre-Plan Program?— A Program Guide developed by staff members is helpful in many ways:

1. It defines the goals of the day camp program and presents concrete suggestions for the attainment thereof.

2. When camp opens, the program outline for the



Indian pageantry programs like this "don't just happen."

3. Participation in the step-by-step development of the program guide imbues the staff members with confidence in their ability to offer program suggestions, to lead program activities, to guide campers in planning daily program, to adapt program to change in conditions.

Unit Organization—Division of the campers into groups or units, based on age, interests and camping experience, is a program aid that should be effected on the first day of camp.

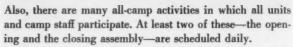
It is a device that gives children an opportunity to create a unit-home where they may live together all day in the open; an opportunity to plan and, because the group is small, have a voice in planning activities; and an opportunity to carry out these activities.

One or more adult counselors work with a unit in planning activities for the following day, and participate with them in carrying out these daily plans. The children in a given unit check in every morning and out every afternoon with their unit counselor.

On their first day together in their unit-home, the campers select a name—the name, perhaps, of a favorite tree within the campsite, or, if they are Indian-theme campers, they may adopt an Indian name.

# Other Than Unit Activities

Cutting Across Unit Lines—Unit lines are crossed when members of specific interest groups gather, from the various units, to follow through on a given project. Or, one entire unit will combine with another for some special activity.



Daily Program—As discussed under Pre-planning Program, the camp staff follows a tentative program plan for the first few days of camp. As soon as the counselors become acquainted with the campers, and the campers come to know each other well enough to talk and plan together, campers and counselors cooperate in planning a daily unit-program.

In addition to the unit plan for daily program, the camp staff and campers develop a daily guide which schedules the routine phases of program, the use of facilities and equipment and the highlights of the current camp period.

After camp starts, program is planned by camper groups—units, all-camp program committee, and committees for specific activities; staff groups—in cooperation with camper groups, and in all-staff meetings, unit meetings, unit-staff meetings; committees—from camper and staff groups, to carry out special plans.

Evaluation of Program—This must be continuous throughout the day camp season. It is the responsibility of the park supervisor, camp staff and campers. A final appraisal should be made as soon as possible after the close of the season. The accumulated data will be invaluable in making plans for the following year.

Program Hints—Provide for progression in camp activities, in order to assure new goals and the continued interest of repeater-campers. Do not over-program. Allow for leisure-liness that will, in turn, allow each camper to set his own pace and have some time to do the things he most wishes to do. Remember that the program plan is only a plan—subject to change when interests and conditions indicate a change.

# Campkeeping

This is comparable to housekeeping at home. It includes daily work jobs geared to keeping the unit living quarters and camp headquarters clean and orderly. These work jobs—commonly known in camp as "kapers"—are divided among all the campers; workers are assigned to jobs in pairs, small groups or patrols. A unit counselor works with the patrols. In sharing the responsibility of maintenance, campers develop a sense of "belonging" and of pride in their camp. All campkeeping groups work, in turn, at all work jobs.

What are the essential kapers? Who, specifically, is responsible for carrying them out? These questions are discussed by campers and camp staff; the conclusions are recorded on a "kaper chart," which shows day-by-day job assignments.

It is suggested that a kaper chart, detailing chores pertaining to the entire camp, be posted on the bulletin board at camp headquarters; that a chart, detailing unit and pertinent all-camp chores be posted at each unit site.

Campkeepers should observe the park groundsmen as they work, get acquainted with them and cooperate in keeping camp areas clean and orderly. Such participation will lead to an understanding of maintenance problems, appreciation of outdoor beauty and development of civic pride.

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# A NEW VENTURE IN DAY CAMPING

Daniel E. Wagner

W HETHER it be resident or day camping I am sure that everyone in the recreation field is in agreement that each and every child should have the opportunity to enjoy the fun of camping in some form, and that whenever it is within the power of the recreation staff to accomplish that objective, it should make the most of the opportunity. The chance to serve a group, heretofore unserved, presented itself to the Dayton Division of Recreation early in the summer of 1953. I received a telephone call from Dr. H. H. Williams, health commissioner, who asked me if we could provide a day camp site and a day camp program for a group of diabetic children. To this I replied that we could do so and would be very happy to collaborate in such an experiment.

Dr. Williams, and others of us in municipal service have been concerned about the limited recreational opportunities available to handicapped groups, and it was he who conceived the idea that a day camp program might be provided for diabetic or even cardiac cases. After his contact with me, he proceeded to talk with Dr. Thomas P. Sharkey, a local specialist in the diabetic field, about the possibility of such a venture. Dr. Sharkey, who is very much aware that many such youngsters miss the fun that accompanies the "growing-up" process, because they live a rather sheltered life, was most enthusiastic about the idea and expressed his willingness to contribute his efforts to its successful promotion.

Arrangements were made to call together a group of people who were interested and who would be involved. Dr. Sharkey, representing the Montgomery County Medical Society; Mrs. Barbara Ort, city nutritionist; Mrs. Hannah Blalock, a dietitian representing the Dayton Dairy Council; Mary Heiland and Mrs. Henry Stout representing the American Red Cross Motor Corps and Canteen Services, also Mrs. Walker, A.R.C. dietitian; and myself representing the Dayton Division of Recreation. The campsite was not equipped with cooking or refrigeration equipment, and the Frigidaire Company loaned us a stove and refrigerator for the kitchen. Dr. Williams related to this group the results of research, indicating the existence of a few resident camps for diabetic children, but no record of any day camp programs in operation. Here was an opportunity to pioneer in a new field. The assembled group accepted the challenge wholeheartedly and immediately began to make plans.

The Red Cross agreed to furnish daily transportation to and from the camp. Its Canteen Service agreed to furnish some kitchen utensils and several volunteers each day to prepare the food. The Dairy Council agreed to furnish the food. The Montgomery County Medical Society offered its services through its member physicians, so that a doctor would be in attendance each day. A number of registered nurses contributed their services. The parks division volunteered to get the location ready, and the division of recreation furnished a recreation in-

structor for supervision of the recreation program—and the necessary materials and equipment. These people held several planning and orientation conferences prior to the actual operation.

The site selected for the camp was a beautiful wooded tract of fifty acres of virgin timber owned by the City of Dayton and approximately ten miles south of the city. Registration limit was set at fifteen since this was an exploratory experiment for which we had no past experience with which to compare—from any source. The ages of the children served were between ten and thirteen, and registrations were accepted from anywhere in the county. Dietitians received and recorded the physical prescriptions for each child, and we were ready to start.

The children met at a central location daily where they boarded Red Cross station wagons at 9 A.M., arriving at the camp at 9:30 A.M. A normal day camp program of activities was conducted, since the physicians recommended that the participants be treated in a normal manner insofar as the program itself was concerned. The recreation instructor had been briefed on symptoms, and was able to detect insulin reactions to which he would call the physician's attention. After midmorning feeding and a medical-check, an active program of physical activities was scheduled. Lunch was followed by a rest period, then instruction was given in simple handcrafts. The craft period was followed by games and contests before closing the program for the day. On several occasions, an open campfire was built and the children had the fun of preparing their own meal, according

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to their individual food requirements. At four o'clock each day the station wagons again loaded their passengers for the return trip to the city. The program operated daily, Monday through Friday, for a two-week period.

The committee and all of the volunteers engaged in the program were more than pleased with the results of the experiment and began formulating more ambitious plans for the season of 1954, even to the extent of providing

overnight sleeping accommodations. The possibility of doing the same thing for cardiac cases is under consideration with the probability that this will also be attempted in the 1954 season. The entire program was provided without any cost whatever to the participant. The Dayton Rotary Club will financially sponsor the 1954 program.

One of the most gratifying results of the experiment was the manner in which the children adjusted to group conditions, as most of them had experienced these only in school classrooms or under the watchful supervision of their parents. The parents, themselves, were well pleased with the individual results and cooperated with the committee in every way possible. The experiment provided one more opportunity wherein the public health and recreation agencies were able to work cooperatively on a project for the welfare of the public in our community.

# Day Camping in City Parks

From a talk delivered at the "Success Symposium,"

League of California Cities Conference, October 1953

L. L. Seifert



THE success part of this story of a recreation supervised day camp in a city park is community-wide, not just an opinion of recreation personnel.

Camping is a vital part of our American heritage. As a summertime activity it has long been accepted as valuable for a relatively small group of children. According to a statement of the American Association of School Administrators, made in 1945, only about five per cent of the girls and boys enrolled in public and private schools in these United States had some type of camp experience. In this small group are the children whose parents can afford to pay well for the summer vacation experience and others who are sent to camp as guests of charitable groups interested in the health of underprivileged children. Some children are too young for an extended camp experience, but more than half could profit not only physically but socially, emotionally and intellectually from a camp experience which aims to do more than to entertain or even to transplant to the woods, or the open country, activities which children can enjoy in a city.

MR. SEIFERT, the author, is the executive director of the Chico Area Recreation Department, Chico, California.

There are numerous direct learning experiences in the camp program. In addition, however, there are many more concomitant learnings of which the child is not aware and which are equally important in the education of the total child.

The Chico Recreation District day camp program handles an average of sixty-five children per day for a week's camp experience each, and operates for six weeks. The children are taken to the campsite in Bidwell Park by school bus each morning at 9:00 A.M. and returned to town at 4:30 P.M. On Thursday this schedule varies so that the bus leaves town at 6:00 A.M. for a Bird Watch and returns at noon. On Friday the bus leaves at noon and returns after a campfire program at 8:00 P.M., to which all parents are invited.

One of the first aims of the camp program is to live close to nature, to do so pleasantly, healthfully and comfortably. Therefore, nature study and nature lore is considered the most important part of it. Last year the program included pioneer and Indian lore, hiking, nature study, crafts, fire making, cooking, singing, dramatics, story telling and swimming. Some specific activities were bird, reptile, butterfly and insect study, trees and shrubs, com-

pass work, map making, conservation.

Indirectly, the campers learn group living, outdoor good manners, cleanliness, the care of our parks and protection of our natural resources.

We believe that there is a large carryover in knowledge among our campers, which in future years will tend toward an awareness and appreciation of our public park areas, whether they be city, county, state or federal.

Why our camp program is valuable:

1. To the recreation district—a healthy recreation program, highly approved of by campers, parents and the community.

To the park department—a dissemination of knowledge and appreciation of our parks which will tend to reduce vandalism.

3. To the parents—a healthy, happy child with many new interests.

4. To the child—new ideas, skills, friends and an appreciation of nature.5. To the community—children who become better citizens.

The success of this activity, I believe, is in keeping the camp program keyed to nature, and continued development of good learning situations.

• Hardly has one National Recreation Congress ended but the next one begins. Sure enough, immediately after the Philadelphia Congress a questionnaire was sent to all those who attended, and replies have been received from a large number to help those of us responsible for planning the

St. Louis Congress.

It is gratifying to note that more than fifty per cent of those supplying information attended the Philadelphia Congress at no expense to themselves personally. The percentage was about the same for Philadelphia as for Seattle a year before. This represents recognition by public and private agencies of the value of the Congress. The corresponding fact that many can attend and do so only by paying part or all of the cost personally is also a tribute to the Congress program and constantly challenges those who work on the Congress year after year.

Again this year the "Rough Draft" was well-received, and those responding to the questionnaire were three to one in favor of it. The fact that a fourth of those replying still seem to remember, favorably, the summary sessions of the past is of interest, especially since many who responded this year probably never attended a Congress where these were presented orally at the morning general sessions.

Several of the questions related to the subject of general sessions and, by a great majority, the delegates seem to feel that eight-thirty is a good starting hour for the evening sessions. The few who suggested starting somewhat later were outnumbered by those wanting to start before that hour. As at most large gatherings there has been a tendency for delegates to arrive for general sessions later than the scheduled hour. Several suggestions were submitted for helping to encourage promptness, frequently including the comment that if the meetings began right on the dot, delegates would soon mend their ways and be on hand.

One delegate took special pains to analyze Congress tardiness, and he reported about as follows: Delegates are obviously late because they want to eat at interesting and popular restaurants. This is a good thing; but delegates lose all track of time during the busy Congress days, and planning must be done for them. If we want them at a general session at eight-thirty, this means that they must be in the vicinity by eight o'clock or eight-fifteen. We must allow two to two and a half hours for dinner, slow service and taxis. This means that the delegate must leave the hotel for dinner not later than six. Allowing half an hour for bath or shower and change of clothes takes us back to five-thirty. Since delegates like to chat for at least an hour or look at the exhibits after a session, the meetings should close at four and the exhibit area should close at five-thirty instead of six. "This will force us," he concludes, "to keep on schedule without hurrying anyone." What are your comments?

There was strong evidence of desire for more free time at the Congress, without too specific agreement on just what should be omitted. A gratifying number remarked on the high calibre of the addresses in Philadelphia. Some felt prominence and reputation of speaker were less important

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Meet Me in St. Louis

T. E. Rivers

than ability to make a good speech. Others thought that prominent people need educating in the field of recreation and that asking them to speak is a good way to educate.

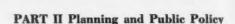
There was practically unanimous support of the idea that the chairman of a section meeting has a great deal to do with its success. There was also strong sentiment in favor of better preparation for program responsibilities on the part of panel members—or discussion leaders. And a heavy vote was cast for making as much time as possible available for discussion from the floor. There was some interesting difference of opinion between those who thought recreation administrators should chair all section meetings and those who thought that recreation administrators did not necessarily make the best chairmen.

Specific suggestions of topics are most helpful to those who are ultimately responsible for setting up the section meetings. A wide range of topics has been suggested in response to the questionnaire and in letters commenting on the Philadelphia meeting. Topics which could not be included in that program will also need to be reconsidered this year; and the St. Louis Local Arrangements Committee and the Midwest District Advisory Committee will doubtless have specific topics to suggest. Others who want to make nominations are urged to do so immediately, spelling out their ideas as specifically as possible.

It is evident from the suggestions received that there is continuing hunger for discussion of old-age problems, public relations, personnel problems, finances, sports and athletics. It was even suggested that the same topics discussed at Philadelphia be discussed all over again. In addition to these topics which are old friends, a few new topics have been submitted and many more will be welcomed. What are the new developments in program, areas and facilities, administration?

Much study will need to be done by the many Congress committees in the weeks immediately ahead. With the cooperation of those who have ideas and who are willing to share them, we hope to present soon an outline of a Congress program which will come even closer to satisfying the needs of the delegates than we have been able to do in the past.

March 1954



# LANNING FOR RECREATION IN THE MODERN CITY

Henry Fagin

Mr. Pomeroy pointed out¹ the fact that most modern cities—all of them, perhaps—actually are made up of the old and the new alike. I would like to further broaden our idea of the "modern city." If, therefore, you find me wandering from what might be called the big city out into the suburbs, it is only because the big city is wandering out there itself.

I recently had a fine lesson concerning two pairs of distinctions which will be the twin subjects of my remarks here. The first of these distinctions is between policies and measures for carrying them out.

The second distinction separates those public questions which are adequately answered by normal legislative procedures, from certain other questions which warrant special and fuller consideration than the normal minimum processes, by which local governmental decisions are made.

My lesson regarding these distinc-

tions began one day when I motored through some rural areas where farming was going on. I was stopped by a warning sign along the road which said "Watch Out For Trucks." It made me look over to the left of the highway, where I saw what had been a big farm being cleared and an industrial plant being started. This was many miles away from the city, but the plant was clearly part of the big city industrial economy.

Now, there was just that sign along the road to warn that something was coming. The next time I came by, however, the plant was nearly completed. It had been opened for work and there was so much more traffic that they had painted paving markings to show where trucks and cars were coming in and out. There was a complicated lane system painted on the paving, to separate automobiles that were going straight ahead from the automobiles—and there were lots of them—crossing the opposing traffic into the plant.

Some time later when I passed that way again, it was evident that the pavement markings had been found insufficient because of the very large numbers of vehicles using the growing intersection. The paving markings had been replaced

by permanent channels denoted by concrete curbings which actually guided automobiles as to where they should turn and where they should wait. Evidently this also proved insufficient after a while because the next time a traffic light had been added to the channel markings.

Then one day, quite early in the morning, when the shifts were coming on and off, there was so much traffic that not even the channeling and the traffic light were sufficient for safety. A policeman was out there directing traffic. The last thing that I found was a big overpass spanning the highway. It had been constructed in such a way that there was no longer any problem of crossing traffic. Vehicles were fully separated.

You will note that in the various installations that were tried by the municipality where the factory was located, some of the things cost very little money—just the cost of paint or the relatively small cost of a traffic light. The final bridge put there, however, cost a great deal of money. I will return a little later to this distinction: the fact that some types of improvement cost very little money and if they prove insufficient they can be replaced with other things

<sup>&</sup>lt;sup>1</sup> See "Planning for Recreation in the Modern City, Part I," by Hugh Pomeroy, in February 1954 issue of RECREATION.

MR. HENRY FAGIN is the planning director of the Regional Plan Association, Incorporated, in New York City.

that also cost little money; whereas there are other types of improvement and the overpass is one example—so expensive that they should be undertaken only when the need is very definite and when it is also very clear that the facility built will take care of the

need.

Each time I passed by the factory, I noticed other changes along the road, changes taking place in the countryside around the factory. The mansions on a hillside, looking down over the big farm area, had in recent years been inhabited by commuters. Then some lunch wagons and shanties sprang up along the sides of the road, initially to serve the workers who were building the plant. Later these were converted into stores to serve the employees of the plant, because it was far away from any shopping center with existing stores and cafeterias.

Next, the surrounding farmland was being cut up into lots; and because of the kind of employment in the plant the lots were small. Fields and woods in which boys had romped for many generations now became paved areas and front lawns. One day there was a minor flood because all the roofs and driveways were shedding water rapidly, whereas what they replaced—the farm-



land—had soaked up water as quickly as it fell.

One could see that enormous changes had been brought about by the decision of somebody to build the factory. The farm country had given way to a species of urban development. Traffic had increased on all the roads. These now were congested by large numbers of people coming and going by automobile and bus and by large and small trucks.

Land values had been greatly changed in the area too. The amount of space customary for each house had become very much diminished. Where formerly no organized recreation program had been thought necessary because man, woman or child could walk outside the house and have all the space wanted for recreation, now there was an extensive urban area, and one had to go quite a distance to reach a place where a ball could be thrown without danger of breaking a window.

There was a rural school nearby and its educational program had been changed by this factory's coming. They still provided education for some children who intended to go on to college, but now trade school education was demanded, and they were giving over part of the school to machine-shop education and the like. And, of course, an area that had never had a recreation problem of any kind suddenly realized that here was a recreation problem with a capital R. The problem of a recreation field for employees, during their lunch hour in the summer, reared its head, and many other recreation problems were brought about simply by someone's decision to put a plant there.

Now, the kind of question that was involved in the factory's coming to that place, it seems to me, is quite different from the question of whether to start off by putting a traffic light up or by painting lines on the paving. In the latter instance the expense involved is low, and it is easy to correct a mistake if one is made; so the normal procedures of settling such matters in a municipality are adequate. On the other hand, the decision to re-zone land so as to permit a factory where there had been nonewhere the area had always been thought of as having a residential or a farming future—that decision is one for which the normal day-to-day processes of government are inadequate. We must find some way of settling this kind of major policy question by a procedure which will involve more people in the com-, munity than just a group of five or seven trustees or councilmen who meet routinely and dispose of business in rapid order.

What is the normal procedure for settling local governmental questions? If it is a matter of a traffic light, some commissioner—the commissioner of public safety, let's say—draws up an ordinance and proposes it; the ordinance is introduced into a session of the council; there is a public hearing adver-

tised in very small print on the very back page of the paper, or even the page next to the back which is even more obscure; then there is a public hearing with a few people possibly hearing about it; a vote is taken and the matter is disposed of.

I believe that kind of procedure wholly inadequate for the settling of problems—and the factory is only one of many examples—that really involve change in the whole character of a community. For such kinds of questions, more extensive means are necessary.

I mentioned, as an illustration, the question of whether or not to bring a factory into an area. I did not mean to indicate by my remarks that it is unwise: I just meant that it means great change. Sometimes great change is necessary. Sometimes, quite the contrary!

The borough of Princeton, New Jersey, employed a planning consultant to help with a new zoning ordinance. A series of local, informal meetings were held to sound out public opinion on what sort of thing citizens wanted Princeton to become. Very lengthy debates ensued. People from Princeton University expressed the things that they wanted of the borough in order to make Princeton the kind of educational institution it should be. Merchants expressed their desires. With a competing shopping center imminent not far from the borough, the merchants wanted to have parking facilities built in the borough so as to be able to compete successfully. Homeowners expressed their desires.

When all the desires had been expressed, somebody summed them up by saying, "You know, it sounds to me as if most everybody wants Princeton to be the way it was in 1950." A city planner who was present, said rather sensibly, "You have just stated what should be the guiding policy for regulation in Princeton." He went on, "We normally think of a master plan as a map with future streets and with future land uses and with future parks. I think that the master plan of Princeton ought to start with a statement, 'It is intended for Princeton to be the way it was in 1950." That sounds kind of backward, but the more you think of it in relation

to Princeton, the more you see the statement as a very sound policy and a policy that enables other decisions to be made.

Nobody should fool himself into thinking such a decision means that nothing needs to be done. When you think about it, great numbers of things need to be done if a good community is to remain a good community. But this is an example of a policy. The advantage of having recognized the policy is that it now makes clear what to do about various other matters—zoning, land control, recreation, schools, and so on.

I could illustrate this general kind of policy setting with a great many other things: (1) whether to have industry or not; (2) whether each lot should have open space on it for recreation or should be closely landscaped, recreation for little children to be provided on municipal areas scattered amid the residential sections; and (3) whether the community should distribute the population evenly on large lots all over town or should zone for concentration of houses and apartments on smaller lots so that large remaining areas can retain a countrylike flavor.

There is the policy question faced in one community in the New York metropolitan region - Mountain Lakes "How fast should we grow?" They decided that, in order to have the community develop at the pace they felt proper, they should buy up all the land available for subdivision. The borough bought about a third of its territory and they have made that third into a big borough reserve. Occasionally they sell lots from it when a need for more houses is recognized. The policy they established was that the Mountain Lakes area should remain a countrylike place; that they wanted to preserve some of the land without anything built on it, on the good reasoning that by taking some of the land off the tax rolls for recreation areas, the other land would contribute more and thus more than offset it.

I could illustrate this principle—that policy must precede measures to carry it out—in the recreation field also. I was reading a chapter on recreation, and I found the principle very well expressed by someone writing in your field. He was calling attention to the fact that fifty or sixty years ago the private agencies in each community and people in families on their own land carried the major burden of whatever recreation facilities were needed. But, in modern times, with the outward extension of large cities, people cannot just go out for a short walk and be in the country. Open land has become scarce in the very places it is most needed.

He says: "Provision of space and large-scale facilities has become widely accepted as a primary responsibility of public recreation units. It is no longer appropriate for private philanthropy to supplement this facility provision except as occasionally a group of citizens contribute to acquire property for transfer to public authorities to operate. This function is appropriately one for tax and bond issue support, namely, the provision of adequate open space for recreation.

"The reasons underlying this principle are quite clear. Public bodies possess certain powers of condemnation which enable them to acquire property needed for development. In many cases location and acquisition of these facilities is an integral part of other public planning, such as planning for highways, schools, industrial development, and zoning. Above all, it is now difficult, if not impossible, to finance their acquisition, development and maintenance through private resources."

Thus, he poses a key policy decision that a community has to make: the question, how much to depend on private recreation sources, and how much on public, needs to be considered by the whole community. Once decided, of course, it clarifies what is to be done by local government.



Bradley Buehl and associates, Community Planning for Human Services (New York; Columbia University Press, 1952), p. 379.

Another major policy matter in the field of recreation is the question of how much emphasis should be put upon participation sports and how much upon spectator sports—for instance, whether to put the resources of the community into a big stadium for a major football team that will be the focus of civic feeling all fall, or rather to invest in a skating rink or pathways for nature walks or golf links.

Similarly a community must decide whether to divide into natural neighborhoods, with an attempt to provide adequate recreation within close radius of the houses, or whether, on the other hand, to spend large sums of money on larger but more remote city-wide recreation facilities. In New York City there is a proposed program to have playgrounds on virtually every block (one extreme) and the wonderful development of Jones Beach (the other extreme).

You have probably heard about a southern city where, in order to get adequate school sites for the most crowded central housing area, they decided to buy land three or four miles away, on the periphery beyond the municipal boundary, and to provide bus service. They will take city children from their home neighborhoods to this remote site for education. I am sure this plan entails a far greater change in daily life than people realized when they degided to depend upon bus transportation rather than upon bicycles and walking.

Another major municipal policy decision involves the relation of park administration, recreation administration, and the school system. As you well know, all three are parts of recreation, but in many places they pull in three directions. It should be a matter of public policy, adopted and set forth clearly in writing after discussion, that these three recreational operations are to be coordinated.

Finally, what quality of recreation is desired—highly organized games (baseball, soccer, and the like) or more informal types of recreation (picnic grounds, volley ball, hiking, boating)?

These examples illustrate the kind of policy decision that necessarily must come before a decision as to just which facilities to build and where to build

them. Often, however, policy is set without very much forethought. Communities, in fact, sometimes are not conscious of the fact that they are making policy decisions. As an example, I mentioned earlier the possible alternative, to concentrate development in some neighborhoods of an open sort of town so as to have other large countrylike areas undeveloped. Recently I had occasion to discuss this pattern with officials of a town where the zoning was arranged in this fashion. But when I asked what the policy was, the officials declared that they weren't aware of having any in particular. Yet they actually had adopted a major policy affecting the whole future structure of the community. It is likely that the factory, described earlier, was similarly accepted in the rural area with very little critical study.

Lieutenant Governor Frank Moore of New York, a luncheon speaker at the Eighth Regional Conference of the Regional Plan Association, remarked that the thing he was proudest of in seventeen years of experience in state government was his success in enlisting citizen committees to settle key problems of state government that the legislature had not been able to solve. He recalled more than two hundred committees that he had called into being.

He was particularly proud of the fact that in all seventeen years, in all several hundred examples, on only one occasion had a legislature failed to pass legislation recommended by these committees. That is a most remarkable record, You will be curious as to the one exception: it was a recommendation for the city of New York to have a transit authority. Made ten years ago, it was adopted only this year.

It would of course be carrying coals to Newcastle for a regional planner to aim at explaining to you the recreational details introduced in my talk. Neither Hugh Pomeroy who preceded me. John Howard who now will follow, nor I, pretend to instruct you in the matter in which you are expert. I do hope, however, that I will have reinforced at least one thought. It is the conviction that the planning way of conducting public business is the democratic way; that administrators of public programs, including recreation programs, have a solemn duty to bring broad policy questions into the open for public discussion and majority determination; that the surest path to adequate community facilities leads through the people.

(To be continued next month.)

# RECREATION LEADERSHIP TRAINING COURSES

Date	Location	For Further Information
April 1-3	Mountain Folk Festival, Berea College, Berea, Kentucky	Mr. Frank H. Smith, Box 1826, Berea College, Berea, Kentucky
April 9-10	Kentucky Folk Festival. University of Kentucky, Lexington, Kentucky	Dr. James S. Brown, Chairman, Kentucky Folk Festival, Department of Rural Sociology, University of Kentucky, Lexington
April 25-May 1	Buckeye Recreation Workshop, Urbana Meth- odist Church, Urbana, Ohio	Mrs. Frederick F. Smith, 131 South Wayne Avenue, Cincinnati 15, Ohio
April 26-30	Fourth Annual Presbyterian Recreation Lab- oratory, Druce Lake Camp, Illinois	Mr. J. W. McCracken, 2330 N. Halsted Street, Chicago 14, Illinois
May (tentative)	Black Hills Recreation Leaders Laboratory, Nemo, South Dakota	Miss Mary Frances Lyle; College Station, South Dakota
May (tentative)	Wisconsin Recreation Leaders' Laboratory Association, Chippewa Falls, Wisconsin	Mr. Bruce L. Cartter, 314 Agricultural Hall, University of Wisconsin, Madison 6
May 6-8	Sixth Annual Recreation Conference, State College, Pennsylvania	Mr. Hugh G. Pyle, 209 Central Extension Bldg., Pennsylvania State College, State College
May 12-19	"Chatcolab" Recreation Leaders' Laboratory, Chatcolet, Idaho	Mrs. Betty Stutz, R. 2, Box 141, Gig Harbor, Washington
May 17-22	Hoosier Recreation Workshop, Merom Insti- tute, Merom, Indiana	F. L. McReynolds, State Club Office, A. E. S. Annex, Purdue University, Lafayette, Indiana
May 23-29	Missouri Recreation Workshop, Clover Leaf Camp—C-2, Lake of the Ozarks, State Park, Missouri	Mr. Robert L. Black, Missouri Division of Re- sources and Development, 8th Floor, Jeffer- son Bldg., Jefferson City, Missouri
June 1-22	Workshop for Professionals in Rehabilitation, joint auspices of Columbia University and Institute for the Crippled and Disabled	Mr. D. G. Weiss, Institute for the Crippled and Disabled, 400 First Avenue, New York 10
June 28-July 16	Workshop on Outdoor Education, School of Education and Division of Land and Water Conservation, Michigan State College	Mr. Julian W. Smith, Associate Professor, Out- door Education, School of Education, Michi- gan State College, East Lansing, Michigan

All those who wish to have their workshops, institutes, and conferences included should send the information to NRA Personnel Service by the dates indicated: January, February and March programs will be listed in *December*—information should reach us by October 15. April, May and June will be listed in *March*—deadline for information is January 15. July, August and September will be listed in *June*—dealine for information is April 15. October, November and December will be listed in *September*—deadline for information in July 15.



Preparing for turtle race for tots.

# A New Recreation Oasis

Bernard Ballantine

N what once was nothing but marshland and submarginal ground there has arisen in southeastern Michigan a recreation oasis that rapidly is becoming one of the greatest and most beautiful summer-winter outdoor areas in the

The site is the St. Clair Metropolitan Beach, located on Lake St. Clair, fifteen miles northeast of the Detroit city limits. Although known as a beach, the word in some sense is a misnomer as the place is open the year around and caters to almost as many ice fishermen, skaters and winter sports enthusiasts as it does to summertime bathers.

The beach is a unit of the Huron-Clinton Metropolitan Authority which was established in 1940 by referendum for the preservation and development of the scenic beauty and recreational opportunities inherent in the valleys of the Huron and Clinton Rivers.

The Authority embraces five counties whose population

THE AUTHOR is director of recreation in Roseville, Michigan.

totals over three million people. The counties are Wayne, Oakland, Macomb, Washtenaw and Livingston. It is financed by local taxes of a quarter-mill per year on the total assessed valuation of each of the counties.

Since the Authority came into being, more than five million dollars has been expended in the development of the beach and parkway. Approximately the same amount has been spent in developing other phases of the five-county project, with its landscaped serpentine highways and access roads. The state of Michigan has made grants totalling one million dollars for land acquisition.

The beach is one of the largest developed fresh water facilities of its kind in the United States. Crescent-shaped, with clean, soft sand extending an average of three hundred feet back from the water's edge and six thousand feet in length, it is considered one of the most beautiful beaches in the country. The buildings are ultra-modern in architectural style, and combine striking beauty of line with functional design.

# Key to St. Clair Metropolitan Beach

- 1. Main Parking
- 2. Plaza
- 3. Canopy
- 4. Reflecting Pool
- 5. Beach
- 6. Bathhouse
- 7. Beach Shop
- 8. Comfort Station
- 9. Kiosk 10. Umbrella Rental
- Stand 11. Softball Diamond
- 12. Terrace
- 13. Food Bar
- 14. Administration Building
- 15. Service Parking
- 16. First Aid Building
- 17. Children's Play
- Area 18. Shuffleboard
- Courts 19. Boot Basin







View from the dining terrace. The beach, which is crescent-shaped, has sand extending 300 feet back from the water.

A bathhouse with six thousand lockers and almost two hundred private dressing rooms provides the latest word in convenience and efficiency to its patrons. An unusual feature is a room equipped with bottles and food warmers and other furnishings for the convenience of mothers with infants.

A surfaced parking area can accommodate six thousand cars. There are two beach shops where umbrellas and chairs may be rented, souvenirs and other beach accessories purchased. A food bar can serve upwards of ten thousand persons a day.

Adjacent to the food bar is a broad terrace with tables shaded by colorful umbrellas where patrons may enjoy eating out-of-doors and have an excellent view of the lake and beach activities. An adjoining building near the terrace includes first-aid rooms, rest room facilities, and special toilets for children using the grassy play area beyond.

Administration offices, employees' locker and shower rooms, information desk and reception room are located in the main building across the mall from the bathhouse group. The simple, clean-lined architecture of the beach buildings is appropriate to the setting. The landscaping is of a casual nature and conforms to the whole. Birch trees have been planted to good advantage, and boxes with plants along the terrace and elsewhere are kept filled with seasonal flowers.

A playground designed solely for the kindergarten or pre-school child is a special feature. A curvilinear concrete walk, three feet wide and sixty feet long, permits tots to ride tricycles to their hearts' content. The tricycles are provided by the beach, along with other specially constructed equipment such as small tables, bucking swings, tippy canoes, seesaws, climbing ladders, alphabetical wooden blocks, and other pieces all in miniature.

During the winter season the beach maintains a rink off the lake that can accommodate one thousand skaters at one time. Heated shelters and rest rooms, music and floodlighting are provided for the skaters who are not required to remove their skates as they move from building to building, thanks to duckboards and special matting.

Fishermen find the lake, two lagoons and a small connecting river ideal for their sport when ice forms over these waters. Perch, pickerel and muskellunge are the main catches, with perch hauls predominating. The Authority has erected a \$10,000 bait and tackle shop equipped with the latest fishing gear and stocked continually with minnows.

In January of 1953 the Huron-Clinton Authority staged its first annual Ice Fishing Derby in cooperation with a metropolitan Detroit newspaper (the Detroit News). Over eighteen hundred contestants ranged in age from seven to seventy. Another six thousand persons came to watch the fishermen vie for trophies.

St. Clair Metropolitan Beach was first opened to the public in 1950, in the middle of August. It was in trial operation for only a month at that time. The official opening came in June of 1951, a year which saw 383,432 persons visiting the area. In 1952, despite a serious polio outbreak that nearly reached epidemic proportions in August and September, the beach attracted 472,640 from May 30 through September 1.

With the lifting of certain restrictions by the National Production Authority, the Huron-Clinton Authority is moving ahead with plans for further development in land and buildings, which will be constructed as rapidly as finances and time permit.

While used extensively by residents of southeastern Michigan and other parts of the state, the beach is proving a great mecca for tourists from all sections of the nation. Located four miles northeast of Mount Clemens, itself a noted spa where thousands come each summer for mineral baths, it eventually will be to the Midwest what Jones Beach is to New York and the East.



# SERVICE FEES and CHARGES

William Miller

Presented at conference of the Wisconsin Park and Recreation Society, Milwaukee, March, 1953.

A TREMENDOUS popular demand for economy is being felt on all levels of government. Locally, the pressure is on: therefore, the use of fees and charges is very important, and we must know the answers. We must be able to use this source of revenue more effectively.

It is important that each of us has a justifiable position on the necessity and the reasonableness of the charges that we made for our activities and for the use of facilities.

Why should people have to pay fees and charges?

There are three good reasons in each instance where a fee is charged. (1) A fee is an additional means of revenue to permit this activity to be offered. (2) When a fee is charged, regardless of how small it may be, the people using this activity generally place greater value on the activity than if they were permitted to enjoy the activity absolutely free. (3) A fee is charged on a type of activity that relatively few would really wish to take advantage of. A fee system tends to eliminate those who are not particularly interested and often keeps out the troublemakers.

On the other hand, of course, it may keep out a really interested person who can't afford to pay. This may be true. No agency, however, can afford to give everybody everything. It is a hard fact, but true and realistic.

A fee system is a sensible approach to the problem of out-of-city users in a tax-supported program. Many purposely live out of town to avoid taxes and still want to use the things paid for by taxes. They should not be denied use;

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MR. MILLER is recreation director at Neenah, Wisconsin.

but they should be willing to pay their fair share. A reasonable fee is the answer.

Are fees and charges double taxation?

In a way, yes; but such "double taxation" can be justifiable. The general public may be willing to foot the bill for some activities, but there is a limit. Special activities, which serve a limited few, should pay part or all of their own way. What should service charges pay for?

Administrative costs covering the organization of an activity, its publicity and any expenses relative to setting up the program should not be charged against any program. Administrative costs are to be financed entirely by tax funds.

Specific costs that should be paid are those for the instructor or the supervisor, supplies or materials used and, in some instances, rent, if the activity requires a rented facility.

Who should pay?

Team sponsorships are actually fees and charges—the levying of individual fees upon one party. Usually the sponsor provides not only the fee but much of the equipment used. Considering this, such sponsorship is of tremendous financial importance to the entire program and requires the same reasonable approach as any charge.

On an individual basis, anyone enrolling in a specialized activity, that is, an activity that by its very nature has appealed to a limited few or that cannot be offered to everyone, should pay a fee. This rule must be modified for activities on a high school and younger level, perhaps charging them only for the actual materials used (primarily in the art and handcraft type of program). On an adult level, these special activities often require the services of a specialized instructor who demands high wages; often expen-

sive materials and supplies are used; and in many instances the activity must be held in a location which is outside the facilities of the department. The people desiring this activity should be willing to pay a reasonable rate for this opportunity.

How much should users of the activity pay?

In a way, this figure can only be arrived at by determining how much the users of an activity feel the program is worth. Each locality must arrive at its own cost figures; and clear thinking, experiment and the courage to change, if necessary, are required. There are several guides that will help.

- 1. What type of people are interested in this program? (Roughly, what is their social and economic position?)
- 2. How does the program compare with similar programs run privately or commercially in the community?
- 3. What do neighboring cities of similar size charge?
- 4. What are the actual program costs per user?

Many attempt to justify a fee for a new activity by pointing out that the budget wouldn't permit having the activity otherwise. It is an injustice to charge a fee for an activity just because it's a new activity, and to offer the old activity without fee simply because it's always been done that way. The entire program must be examined continually to determine what activities should be subsidized by the tax fund and what fee, if any, must be charged the user to complete the financing of the activity.

It is essential to offer some activities on all age levels without charge to individuals. As a public tax-supported agency, a recreation department has the responsibility to provide recreation for everyone and in many instances without additional charge. But there are some activities that are limited in appeal that should not be totally financed by the department. As to the value of a particular program, here are a few guides:

- 1. The number of active participants.
- 2. The number of spectators.
- 3. The cost of the program per participant.
- 4. The activity's value to the community and to the user.
- Its probable future importance: that is, is it a growing activity in the hard formative years? If so, try to aid it until it can take a greater financial load.

The problem of fees and charges is not a simple one, but it is a problem that requires a reasonable and justifiable stand by each of us. The real difficulty has been the failure to recognize that it is just as foolish to charge "any old fee" as it is to charge nothing. Basically, this problem requires that we evaluate our programs and classify each and every one as to its value to the entire recreation picture. It then requires that we determine each program's cost and decide what programs are to be offered free, what programs are to be offered with a charge and what that charge should be.

# Day Camping Facilities and Program

Eva Hahn, of the Welfare Council, Toronto, writes in the Community Courier:

A variety of patterns has emerged both in administration and in programming, a healthy sign. The basic pattern, however, is so simple that any community or community group that wishes to do so may establish a summer program for young children with a minimum of effort and expense. Here is a list of the desirable facilities:

 A wooded area, park or campsite with sufficient space for hiking, group games, fire building and eating.

2. A structure which provides shelter for the children in case of rainy weather as well as storage space for the equipment and supplies, 3. Lavatories should be sufficient to accommodate the number of children involved and should be maintained at a sound standard of sanitation.

Drinking fountains or the availability of pure drinking water cannot be overemphasized. Activities cannot be enjoyed by children who do not have sufficient liquids to maintain health and satisfaction in warm weather.

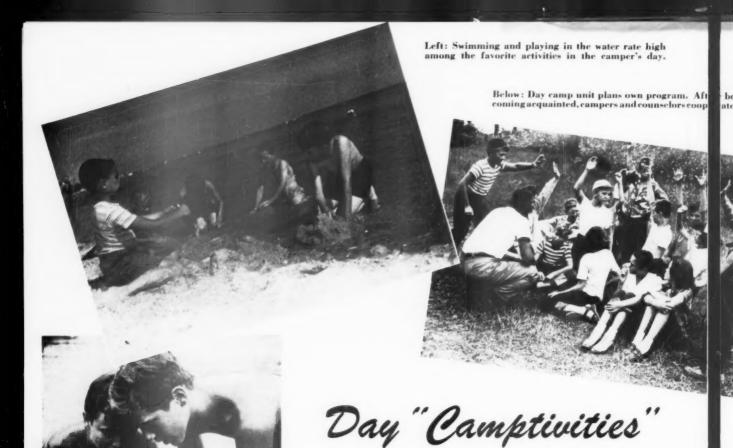
5. A swimming or wading area is desirable but is not always possible. However, the choice of a site need not be limited by the availability of a beach, because swimming can usually be arranged at a local pool or beach. Even a creek or tiny river for wading, fishing and all the other water activities that stem from young imagination, is a great advantage.

Next to the facilities, the planning of the program is most important. In order to take advantage of the sunshine and natural surroundings and to provide the youngsters with a rich and vital experience, the prime focus of any day camp program should be outdoor activities such as hiking, fire-building, camp cookery, nature lore, camperaft, group games, singing, and council rings. A true day camp program is not an extension of the year-round program transferred from a gym or club-room to a park.

A popular technique now being used in day camps is called "theme programming." This means the selection of an attractive theme around which most of the camp activities are planned. For example, life in an Indian village or on a western ranch suggests many interesting games and crafts. A modification of the method has been used successfully where the emphasis is on giving children experience in group planning and decision-making. This application of the method is called "the project method."

The development of a "project" may be illustrated by a group of ten- to eleven-year-old girls who decided, under the guidance of a counselor, that for the duration of a hike they would be naturalists studying the camp area. The girls kept their eyes peeled for as many kinds of plants as could be found. The counselor suggested that they prepare a display for the rest of the camp and the result was the development of a terrarium which grew into a project of considerable magnitude and involved the energy and creativity of the entire group before it was completed. As a further result of this experience the group built an aquarium.

This kind of activity naturally adds to the camp experience at the children's own level and stimulates the individual's interests without minimizing group effort. The children's interest is high, disciplinary problems are reduced and new skills are developed. Themes and projects can be used in many ways and for long or short periods.



Above: Youthful research team at work. Nature programs add to camper's enjoyment of surroundings.

We cannot begin to illustrate all of the activities that are pocamp, nor would any listing of them be complete if the progran flexible, open to new ideas, experiments and adventure. However list would be well-balanced, covering physical, creative and social at and quiet activities—with all as closely as possible related to th and environment of nature as opposed to a city-type of activity. Suinclude hiking, nature lore, pioneer and Indian lore, campfire progcooking, firebuilding and other camperafts, camp safety, trailusing materials found in nature, boating, canoeing, swimming, fistorytelling, stunts, dramatics, games.

Credit for these photographs is given on page 131.

Below: Boys and girls learn how to build fires and enjoy the experience of eating food which they have cooked themselves.



Camperaft includes basic skills of being a good camper—erecting tents, chopping wood, laying fires, outdoor cookery, trail blazing, and so on.







Above: Long summer days by the water hatch young and enthusiastic fishermen.

Left: Boys and girls long hold in memory the fragrance and crackle of the campfire after dark, the ring of glowing faces, the feeling of companionship and of kinship with the out-of-doors.

ble in a day is to remain i foundation vities, active out-of-doors a list would ims, outdoor iking, crafts ing, singing.

Storytelling lends color, background and enchantment. It should not be limited to story hour; and every counselor should be storyteller.



There are many wonderful things to be seen and to be heard when rambling down a country path. Hikes are an invitation to adventure. In day camps they are planned for small groups, each with its own leader to guide and stimulate interest.



# Recreation in the High Sierras

David A. Strong

An astonishing development in school-community recreation for a mountain village of 750 residents.

B IG CREEK, California, located sixty-two miles east of Fresno, nestles within some of the ruggedest and wildest mountains of California. On top of two thousand feet of sheer rock, directly above the community, stretches a canyon plateau on which lies Huntington Lake with its heavy timber of pine, cedar, and fir. This is the gateway to the backcountry, and the High Sierras. It is a wilderness playground, and one of the finest recreation areas in the state. The campsites are good, the trout plump, deer plentiful, and the scenery is as beautiful as you will find anywhere. The community, however, is rather isolated from any large center of population, and, as a result, whatever entertainment and recreation is to be had must be furnished locally. It is little wonder therefore, that the local school board realized the importance of providing a sound year-round recreation program for the approximately seven hundred and fifty people of the community, and took the necessary steps to establish such a service. Big Creek is an unusual example indicating how an elementary school district can provide a recreation program for all of the members of its community through a well-balanced program of many kinds of activities, both indoor and outdoor.

Many schools already provide instruction in most of the activities which make up a well-rounded program of leisure education: physical education, music, arts and crafts, literature, clubs, forums, dramatics, group work, and others. Then it is only natural that they become the principal community agency for the organization and development of all of the community's resources that serve youth and adult needs. The Big Creek School Board believes that there is a close correlation between recreation and education, and

considers recreational activities as one of the most important educational mediums for the enrichment of the social, mental, and physical development of the people of this community. As a result, the board, by its own resolution of October 1950, accepted the responsibility of establishing a department of recreation and has provided a competent staff, permitted the use of school buildings and facilities, and furnished the equipment and financial support to insure a well-rounded, year-round recreation program.

Several other California school-community recreation programs are administered by school districts alone; but perhaps none equal the budget, facilities, equipment and leadership per capita of that of the Big Creek School District. This elementary school district is the only governing body in the whole mountain area, and exemplifies, at its best, cooperation between school and community.

The Big Creek School Board has delegated the responsibility of administering the recreation program to the director of physical education and recreation. He in turn

MR. STRONG is director of recreation, Big Creek, California.

is directly responsible to the school board through the school principal. The director of physical education and recreation is employed by the school board and must possess a valid California physical education credential.

Funds from the school district make up the recreation budget, and all policies governing the use of facilities and equipment stem from the school board. In addition the board has given approval to the establishment of a Recreation Council, which serves in an advisory capacity and assists the director with the administration of the recreation program.

The schedule of recreational activities is based upon the needs and interests of the people of the community, as well as the facilities and resources that are available. It is hoped that the list of activities will grow as new interests are aroused and new facilities are developed.

During the summer months, emphasis is placed upon out-of-door activities such as swimming, hiking, fishing, and camping. For four weeks each summer, American Red Cross swimming instruction is provided for the people of the community at the swimming area at Shaver Lake, which is ten miles west of Big Creek. A regularly scheduled school bus transports the children and parents from Big Creek to Shaver Lake for their swimming classes and return. In addition, the department provides three qualified Red Cross swimming instructors and one supervisor to administer the program. The classes run one hour in length, four classes per day, five days per week for two two-week periods. The recreation department furnishes this service free of charge, and no fee is collected for either class instruction or transportation.

The children are allowed to remain at our swimming area for the entire afternoon. We have a swimming supervisor in charge of our free swimming area, which is separate from the area used for our regularly scheduled classes. The children and adults may swim at any time in this free swimming area which has a certified Red Cross lifeguard supervising it. The children may or may not remain at the swimming area after their classes, according to their parent's wishes. Those who remain must return on the last bus. Climax of the swimming program is the Swim Carnival held on the last day of the period.

When the swimming program is not in session, the children are arranged into three different grade groups for hiking. These various groups are scheduled for one outing perweek. In addition, the older boys in the community are taken on packtrips into the High Sierras, where they can have the opportunity of camping, hiking, climbing, exploring, photography, and fishing for the golden trout at an elevation of over 10,000 feet. Here the country is rugged and jagged, and many find it overpowering. However, as one travels into the back-country, dozens of lakes will be passed as the trails dip and climb through a full variety of High Sierra terrain: cool, silent forests of pine, fir and aspen, knife-edge passes, snowbanks, marshy alpine meadows sprinkled with larkspur, shooting star, and columbine, and talus slopes-all of which add to the experiences of those who have the opportunity of visiting this great out-of-door playground.

In addition to taking advantage of the natural resources that are at the community's door, school facilities are utilized for the summer recreation program. The gymnasium is kept open from 1 P.M. to 5 P.M. and from 7 P.M. to 11 P.M. for organized games and bowling. Children are allowed to bowl free in the afternoons, if they set their own pins. On Friday evenings, the regular weekly movie is shown, which is free to the public. Since there is not another theatre within fifty miles of this community, the people look forward each week to seeing these movies that the department obtains from Hollywood. In addition, a weekly softball league is provided for the men, and one for the children.

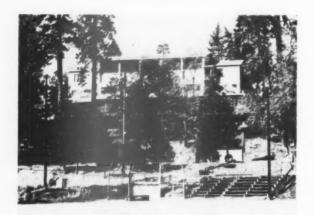
The indoor program is centered in the very fine new recreation building costing approximately \$350,000. The building is used as a combination gymnasium and auditorium, and includes a regulation basketball floor (or floorspace for two volleyball courts or three badminton courts), a combi-



School gymnasium is used for summer program. The department shows regular Hollywood movies here Friday evenings.

nation handball and squash court which can be used as a utility room for boxing and wrestling, two bowling alleys, locker and shower rooms, rest rooms, two equipment rooms, movie projector room, music room, cafeteria and kitchen, wood shop (equipped with all power tools, where the people can purchase hard or soft wood at cost, and have an instructor provided to assist them with their projects), and the director's office. In addition, the school has set aside in their new school building an arts and crafts room. This is equipped for class instruction in leathercraft, silvercraft, and ceramics. There is a new kiln installed for the making of pottery. Other facilities which are available are: a turf playground equipped with playground equipment, a lighted softball field, a lighted tennis court, rifle range, swimming area and beach, and natural resources such as the mountains, streams, lakes, and woods,

Any consideration of the Big Creek school community recreation program would be incomplete without attention being given to the method by which it is financed. The entire educational program at Big Creek is supported through public taxation of the property within the school district, which is one of the richest elementary school districts in California. The tax levy of seventy-six cents per one hundred



Rear of school gymnasium showing lighted softball field. Softball leagues play weekly—one for men, one for children.

dollars assessed valuation is unusually low for California school districts. Approximately fourteen cents of this levy is budgeted for the support of the recreation program. Big Creek Elementary School District is one of the richest, if not the richest, school district in the state, because it is supported by Edison Company of Southern California, which owns most of the property in this area and has an assessed valuation of over \$45,000,000.

The department of physical education and recreation prepares the budget covering the items of expenditure for that department of the entire school system. It is then reviewed by the recreation council, and later by the school principal, before it is presented to the school board for approval. The 1953-54 Big Creek recreation budget includes \$17,250 for salaries and wages, \$24,390 for expenses, equipment and supplies, \$18,000 for capital expenditures, for a total of \$59,640.

This brave program in one of America's mountain villages is an excellent example of the leadership and facilities which education can and should provide where other governing agencies are either lacking or uninterested. The Big Creek School Board should be congratulated upon assuming the responsibility of providing a year-round recreation program for the members of its community. Today, amidst the unrest throughout the world, it is gratifying to know that there are some school boards willing to accept the role of serving as a community recreation agency, and willing to provide their children and adults with a recreation program which meets their needs and interests.

## **Wilderness Expeditions**

The Trail Riders of the Wilderness—an intrepid band of men and women who have explored thousands of miles of wilderness trails on their many expeditions—celebrated their twentieth anniversary in 1953 with a bumper crop of seventeen trips, which varied from ten to thirteen days in length, the biggest itinerary in the Trail Rider history of one hundred twenty-seven separate expeditions.

By horseback through the wilderness regions of national forests in Montana, Idaho, Utah, Colorado, New Mexico and Washington, more than three hundred riders took the trail on trips through roadless country where the grandeur of bold mountains vies with the beauty of alpine flora and sparkling lakes. They swam and fished in little known lakes and streams which flow through dramatic country, and camped in alpine meadows where towering, majestic mountains formed spectacular backgrounds. Two parties of Trail Riders took to canoes and paddled their way through the chain of lakes in the Quetico-Superior Wilderness of the Superior National Forest in Minnesota, a primitive region first entered by Trail Riders in 1941. (See "Let's Take a Canoe Trip" by Sigurd F. Olson, which appeared in the

February issue of RECREATION on page 76, for information on a canoe trip through this region.)

Organized by and operating under the direction of The American Forestry Association, Washingon, D. C., Trail Riders of the Wilderness have become a real factor in providing greater recreational opportunities to Americans. As a group they represent a means by which any man or woman. in a normal state of health and with an average amount of outdoor experience, may fully enjoy true wilderness country under experienced and organized leadership. The Association operates the expeditions on a non-profit basis as part of its educational services, the riders sharing equally in the costs. The horseback trips are limited to from twentytwo to thirty riders; the canoe trips to fifteen. A representative of the Association and a physician accompany each party. Cooperating with the American Forestry Association in organizing and directing the Trail Rider expeditions are the United States Forest Service and the National Park Service, the two government agencies responsible for the administration and protection of the larger remnants of the primitive areas.

#### Unit Costs for Services

The annual financial report of the Los Angeles Department of Recreation and Parks for the fiscal year ending June 30, 1953, contains a fund of valuable information with reference to expenditures, income and costs of various services rendered by the department. Some of the figures relating to unit costs of services are of special interest.

The average cost of playground operation per unit of attendance is recorded for each area. Unit cost varies from thirteen cents in one district to twenty-two cents in another. The average for the seven districts of the city is approximately seventeen cents per attendance unit.

Camper days in the city's camp totaled 34,200 and the average net daily cost per camper was \$1.03. At the High Sierra Camp, the department realized a profit of nearly twenty-eight cents per day per camper, whereas at the Hollywoodland Camp the net camper cost was \$2.76.

At the city's swimming pools, where a total attendance of 1,000,292 was recorded, the average net cost per swim was nearly thirteen cents. The ratio between income and expense varied widely: one pool yielded a profit of two cents per swim, whereas at the Los Angeles Swimming Stadium the net cost was fifty-eight cents per swim. (Many of the pool attendances are free.)

The city's beaches attracted 11,457,-334, with an average individual net cost of nearly three and a half cents.

The city's three golf courses, used by 608,197, showed an average net profit of nearly twenty-six cents per person. The average cost per visitor at the Cabrillo Marine Museum was slightly more than five cents.

#### TVA Leases Park Lands

The Tennessee Valley Authority has leased a large number of properties bordering its reservoirs to counties and municipalities for park use and development. Public investment in the improvement of thirty-three local parks, including improvements by concessionaires, averaged \$336 per acre, it was disclosed in a study conducted by the TVA. In the opinion of the TVA the response of local agencies in the use and development of park areas for which they as-

# Notes for the Administrator

sumed responsibility has proved highly satisfactory except for a few cases. The TVA indicated that, on the basis of any comparison which might be made, these parks were serving the purposes for which they were leased and were meeting with as great a public response as could have been expected.

#### Alabama Attorney General's Ruling

Thomas A. Belser, superintendent of parks and recreation in Montgomery, Alabama, reports an opinion handed down by the state attorney general. In Alabama the attorney general's ruling has the effect of law until the case is duly disposed of by further legal procedure.

In Citronelle, Alabama, the Kiwanis Club proposed to lease from the town a plot of ground currently used as a ball park for the school and town, and to install a lighted field and swimming pool for the benefit of the public. The club proposed to charge for the use of the facilities a sufficient amount to maintain them.

The club asked the town to appropriate \$10,000 for the proposed improvements which were to cost \$25,000. The question arose as to whether the town could legally appropriate or contribute from its treasury this, or any other amount, for this purpose.

It was understood that a corporation was to be formed with a board of directors, one member of which would be selected from the town council and another from the county school board, since part of the land used would be school property. The facilities would not be operated for profit, but for the general benefit of the public. In requesting the opinion, the mayor and council expressed the belief that the proposed undertaking would be beneficial to the community.

The attorney general's answer to the inquiry, expressed in a letter to the mayor of Citronelle, who had requested an official opinion, was in the negative. He added: "Your attention is directed to Constitution of Alabama 1901, Section 94, which reads as follows:

The legislature shall not have power to authorize any county, city, town, or other subdivision of this state to lend its credit, or to grant public money or thing of value in aid of, or to any individual association, or corporation, whatsoever, or to become a stockholder in any such corporation, association, or company, by issuing bonds or otherwise.

"The Constitution and By-Laws of the Memorial Park Association, Incor; porated, Citronelle, Alabama, accompanying your request, plainly show that it is a private association or corporation and comes within the inhibition of Section 94, supra."

The attorney general recognized that the public would be benefited by the establishment of the center, but cited a number of decisions which supported his answer. He concluded:

"I am of the opinion, therefore, that the city council of Citronelle is not authorized to appropriate money for the erection of a recreational center to be under the management and control and erected by Memorial Park Association, Incorporated. To make such an appropriation would obviously violate Constitution of Alabama 1901, Section 94.

"In this regard your attention is directed to the provisions of . . . which provides that the city itself may appropriate its funds to a recreational board created by the city.

"The incorporation of the Memorial Park Association, Incorporated, was not under the provisions of . . . Therefore I pretermit an expression of opinion as to the right of the city to appropriate money to a corporation predicated on this Act."

# **Day Campers**

# Go a'Vagabonding

Dorothy Lou MacMillan



"There's magic in my tiny craft when I put out to sea." This quote from the poem "Sea Magic" by Muriel W. Edgerton, in RECREATION magazine several years ago, might well have been the

thought in the mind of each young sailor who set sail on the "City of Portland" that summer for Elk Rock Island Day Camp. The pretentious name, "City of Portland," belonged to a twenty-eight-foot navy lifeboat with a small locker in the bow, a gas motor, and a stern tiller. The mast flag boasted "Portland Park Bureau" in the cherished red and white colors carried out in the painting of the boat itself. The young sailors were boys and girls seven to twelve years of age who daily "checked on" for an hour's ride up the Willamette to Elk Rock Island where they spent the greater portion of the day in various day camp activities, returning home late in the afternoon.

Portland, Oregon, is very fortunate in possessing a river, the Willamette River, which flows through the city business section. Half the population travels daily over the bridges connecting the east and west sides. They are held up frequently by boats carrying logs, lumber and produce; and it was during one of these waits that someone had an idea. Wouldn't it be thrilling for the boys and girls of Portland to see first-hand the log rafts, the river tugs, the aircraft carriers being demolished, the visiting English destroyers, the old stern-wheelers, the colorful houseboats, the sand and gravel dredges, and the lumber industry of the Willamette River? To complete the picture, the city owned an island south of the city limits which offered possibilities for picnics, overnight camping, Indian lore and interesting adventures.

The idea was nurtured and grew strong-fed by public-spirited friends of the Portland Bureau of Parks. A twenty-eight foot navy whale boat, or lifeboat, was purchased from the War Assets Administration, its motor overhauled, adequate life jackets and life preservers supplied, the craft painted—and the "City of Portland" was officially launched with becoming ceremony.

The recreation department of the bureau of parks was

given the job of manning the boat and supplying necessary programming and children for the venture. Miss Dorothea Lensch, director of recreation, immediately saw the value of the "City of Portland." Here was a medium through which a day camp could be offered on Elk Rock Island. I was asked to direct this enterprise; and together we worked out a program embracing vagabond day trips during June and August, and day camping on a weekly basis during July.

The boat had a capacity for forty adults so it was decided that thirty to thirty-five children plus three adults and equipment would be the top number. As the craft was to carry passengers, it was necessary to have a licensed pilot. Paul Jaeger, one of the swimming pool lifeguards, who had been in the navy, was asked to carry this responsibility. Because two hours or more of each day would be spent on the river, all members of the staff had to be excellent swimmers.

Unfortunately, the river water was contaminated and it was necessary to make a rule stating no swimming at the island. This situation also necessitated daily transportation of fifteen to thirty gallons of water in sterile cans. Also, because the island was often visited by outsiders in the evening and on weekends, all the equipment used in the camping program had to be transported daily on the boat. There was ample room in the locker for this and overflow could be stored under the seats.

This was a new camping venture in Portland and, in order to introduce the idea, a program of daily vagabond trips was set up whereby any interested child might register through his nearest playground or community center. Newspaper stories and material distributed in schools and recreation centers helped publicize the event.

Each playground was assigned a special day for the trip. Activities included exploring, fishing, observing water life, hiking, woodcraft, and camperaft. The children were charged twenty cents to defray running expenses, with trips scheduled through June and the day camp to be set up in July. The plan was to have a one-week session, Monday through Friday, for girls seven, eight and nine years of age; a one-week session for boys of the same age; a one-week session for girls ten, eleven and twelve years of age; and a one-week session for boys of the same age. A theme was chosen for

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each session in order to have a central idea around which to plan special activities, meals and the campfire program.

While these plans were being formed, the construction gang was busy building a permanent rustic shelter, two toilets and a movable dock in the cove on one side of the island. A special crew helped eradicate the poison oak which for years had grown rampant over the island.

Unfortunately, a river flood in May delayed the start of our program until July. The period of orientation with vagabond trips and the first week of the day camp were already lost; we decided to dispense with the trips and to start the first period of camp one week late. Our first day, a beautiful sunny July 12, arrived—so did twenty-five little "gypsies" clamoring to board the boat. Enthusiasm was great. Boat rules—no heads, hands, or feet outside the boat; no standing up except in the bottom of the boat (which was four feet deep); no changing of seats without permission; a life jacket must be worn at all times—were very well observed throughout the remainder of the summer.

So the dream was being realized! There were all the things that the dreamer had hoped would be seen—plus other islands, handsome cruisers, surf board riders, speed boats, beautiful homes, an apparently honest-to-goodness half-



The "City of Portland" is loaded with young adventurers for an hour's ride up the Willamette River to island day camp.

destroyed castle and dungeon (which proved to be the abandoned water works), wild ducks and sea gulls which followed the boat for tidbits, jumping fish. Best of all, there were the friends we met on the river—the tugboat operators who came just close enough and made just enough waves to make the ride exciting but still safe; the sand and gravel dredge men who held the steel jaws of the dredge open for all to see into it; the cook on the dredge who fed dozens of ducks each night on the return trip; the jolly "fat man" who waved from his platform up on the towering rock crusher. They guarded the daily trips. When the motor stopped, as it did twice during the summer, a tug put out from shore to help, and a telephone call was made by some unknown friend to the river patrol who came immediately. Somehow our pilot always managed to get the motor going

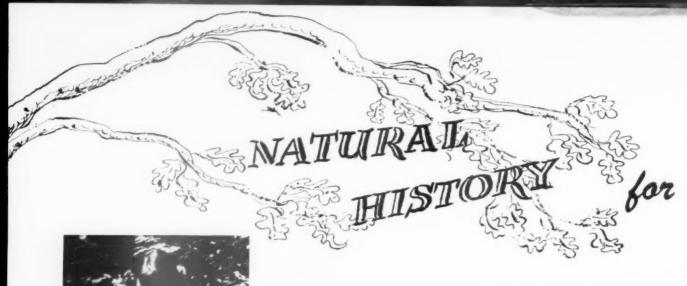
again before they arrived, but it was comforting to know that they were handy.

For the program of day camp activities, youngsters were divided into three groups, each with an adult leader. They held meetings in secret hiding places on the island, carried out "secret missions," cooked outdoors, explored, played on rafts they built themselves, looked for polliwogs, minnows, and baby catfish, fished and "just played." Camperaft activities, which were a part of the secret missions, included instruction in the proper use and care of camp tools and the building of such camp necessities as garbage burners, various types of fires, bean holes, dishwater and hand water drains, lashing projects, and erecting various types of tent shelters. Camp jobs of wood gathering, sanitation of toilets, and care of general equipment were rotated each day. Outdoor cooking progressed from toasting sandwiches, roasting corn, baking potatoes, preparing and cooking one-pot meals such as stew and spaghetti, frying hot cakes and eggs, to baking beans in a bean hole.

Whenever the staff knew that logging trains were rolling logs into the river to be made into rafts, they took the children a mile up the river to the scene of operations. How the logs rolled off the flat cars, turned end down, dived into the water to send a splash twenty-five feet high never failed to amaze the boys and girls. Every child also had an opportunity to hold the tiller and guide the "City of Portland." In the afternoon, there was always time to climb over the rocks to look for hiding places, to see the huge Elk Rock where the Indians drove the elk over the cliff to the water below where they were caught and killed for food, to dig for buried treasures, or to hunt crawfish, minnows or baby catfish. On the overnights, children learned to look for soft places to sleep and to make Eskimo-style beds. Many of them experienced the evening campfire and sleeping under the stars for the first time, with the breeze and the lap of the water gently lulling them to sleep,

During the last three weeks in August, vagabond trips were held daily, with a different group of children each day.

From the experience of that summer, the staff came to the conclusion that an island day camp can be very profitable to a child, and, although the attendance wasn't as large as had originally been anticipated, the interest shown warranted further development of this program. It was suggested that the island be made a center for water activities with boats, rafts, fishing and the like, as a great part of the program. Future plans include "flatty" rowboats large enough for two children, more rafts, and more fishing equipment. The island itself, will be kept primitive with its tangle of underbrush in the woods, the rocky eagle's nest, buried treasure, the gold cave and the wrecked ship. The staff wants to help children remember the fast-disappearing stern-wheeler chugging down the river at dusk, the "Peter W"—the largest tug on the river—and, most of all, they want boys and girls to hold in their hearts the memory of sitting under whispering fir trees with a soft breeze fanning the glowing embers of a campfire, the warmth of friendship radiating about each member of the group, the feeling of belonging to the great out-of-doors.



LMOST any camp for boys or girls is located in the midst of comparatively unspoiled nature. The fitness of this has been recognized in the selection of the site so that the inquisitive and receptive mind of youth can have free rein. Nature lore can be learned almost unconsciously. However, in far too few camps is there anyone prepared to focus interest constructively and to take time to be attentive to all there is to ask or tell or show. There is leadership for sports, dramatics perhaps, and for other interests, but none for the activity which so peculiarly belongs to this summer retreat. If trained personnel are not available, why cannot something be attempted by an amateur interested enough to explore and learn with the campers?

Encouragement of inquiry and observation is the immediate thing. Some staggering questions will be asked and may not always be fully or scientifically answered. As boys and leaders work along together information becomes less faulty and fragmentary. This is as it should be, for the guide who is too sure of every fact is no guide at all. Even young learners quickly detect any sham.

In my experience it has been good, regardless of what formal instruction may be expected of me, to capitalize first on the collecting instinct so strong in boys or so easily aroused if not yet evident. Set up the nucleus of a museum drawing on whatever may have accumulated during one's own collecting days, give it the necessary space with plenty of room for expansion and see how promptly it will begin to fill up. The excitement with which a ten-year-old collector brings in a baby gar-pike, a three-foot eel or a freshwater sponge growing on a sunken stick, is something to remember. When the geologist member of the team discovers that dark streaks on the shore are magnetite and will react to his pocket magnet, he has the boys agog and eager to learn to distinguish the minerals in the local rocks. At the close of camp, enthusiasts will carry home samples for the purpose of demonstrating magnetism to their families and chums.

Living things, of course, have their special tug at the heartstrings. Patient groups will gather about a dragon-fly nymph, resting on its support after its journey out of the water, to watch the emergence and the wing expansion of the noble insect. The transformations from caterpillars to monarch or mourning cloak butterfly may be followed as far as the two-week period in camp will permit. Perhaps the change from tad-

pole to frog will be timed for the delight of all. Life in an ant-hill or in a shallow pool will hold the audience spellbound. Birds and their nests are a universal attraction. One of the first duties of the camp naturalist is to forestall, if possible, the arrival at the museum of some elated urchin bearing tribute of birds' eggs or nests. The leader must early impress on all the idea that it isn't done, so that no crestfallen child will have to be told that his trophy is not as welcome as he had hoped. The campers' enthusiasm can be made the basis of lessons in conservation and the humane treatment of animals.

The endless snake lore of boys, often sadly misguided, all comes under review. Their grass snakes prove to be our garter snakes, the supposed sliminess of snakes is found to be a myth. Most fellows have to be convinced that none of our species (except where rattlesnakes survive) are venomous, although it is not to be denied that some could leave a wound from their strike if molested and even possibly a slight infection from their jaws. The beneficial role of snakes as devourers of pests will be appreciated and then qualified when one is seen to swallow a live frog, also man's friend.

Lessons like these are bound to be well learned. Children have the sharp eyes of born investigators. They will find the often elusive milkweed caterpillar and if there is not time for them to see the gem-like chrysalis and the emerged monarch butterfly a few weeks later, they can be shown pictures of these stages. Whatever the prize may be.

Reprinted from Community Courier, August-September 1953.

# Young Campers

"Herb" Groh



the fantastic walking-stick, the praying mantis or the sphinx and emperor caterpillars, the boys should feel that they can count on their leader's appreciation of their prowess.

In almost every camp it is the younger campers who make the most of the opportunity to study nature. For fellows getting on into their teens, natural history has increasingly to compete with other interests such as sports, dramatics, camperaft and all the extras with which a program tends to become crowded. For those who are interested, encouragement in the form of nature badges should be offered.

A competitive "nature hunt" for all campers is usually found acceptable. Each group leader is handed a copy of a list of fifteen or twenty natural objects. These are to be brought by his team to a chosen rendezvous while he directs operations. When a group believes it is ready, its hoard is inspected, but if all the items cannot be certified correct in all respects, the hunt goes on until it or another team can be declared the winner.

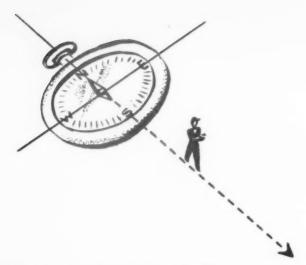
A camp museum can be located anywhere in camp, under canvas or indoors, anywhere that visitors can congregate without being in the way. It should have accommodation for the display of specimens on tables and shelves, with ample space for moving around for inspection. Work benches for the preparation of the exhibits, for laboratory equipment and for reading and writing are essential. A small library of illustrated publications should be set up. The offerings of various government departments

can be obtained at little or no cost. These should cover rocks and minerals, wildflowers and weeds, trees, insects, birds and animals. Loose-leaf albums of the nature snapshots of campers over the years are popular. Copies or files of nature periodicals, like Canadian Nature, are most valuable. Colored pictures, maps and charts on the walls add immensely to the museum's atmosphere.

The equipment need not be elaborate at first. Living material may be kept in makeshift aquaria, cages or other containers while habits, transformations and other peculiarities are under observation. With some ingenuity, much of this equipment may be made by the boys in their handcraft periods. Specimens of some size will simply lie loosely on the tables, but small and delicate exhibits are better supported in cardboard boxes with transparent covers. Some objects need but little preparation, others present a real challenge to the lad who wants to help to make approved exhibits of them. If a collection of insects is to be attempted, it is well to have killing bottles, nets for catching, mounting pins and cork-lined cases to receive the specimens. For plants, a press should be available. Lacking means to keep fungi in natural condition, their various spore-prints can be taken on cards and protected under a cover of cellophane. Animal specimens present more problems but it may be possible to preserve some things in alchohol or formalin in jars. The sting of a bee, extracted from the victim, may be placed under cellophane for all to examine with a lens.

Among instruments needed, a strong hand lens for the instructor and a few of less expensive type for the use of careful campers are first in importance. Boys love to focus them on anything in sight. A compound microscope, while most appealing and a distinct asset with advanced nature students, is not a must until the museum becomes more of an institution. Good binoculars for bird study are more or less essential. Any of these accessories arouse so much rivalry for their use that they are better reserved for the individual or some small group under supervision.

On every camp staff there should be those adaptable enough and humble enough to get down to the child's inquisitive level. The best leaders will be those who can be deeply touched with a reverent appreciation of the meaning of life, its source and destiny and our relation to it all. Nature lore thus can be a close ally to camp worship. Camping thus becomes a constructive experience in the best sense in the lives of the young. For any who are interested, but doubt their adequacy in natural history subjects, let me repeat that much is possible without the immediate adoption of all that has been outlined in the foregoing. We learn by doing. Where there is a local field naturalists' club, join in its activities. On the other hand, what better task can await the members of such a club than the equipping of such leaders and the undertaking of this leadership themselves when this is possible? There are surely few more rewarding ways of vacationing than that offered in sharing with youth.



# THE SPORT OF

EVERY SPORT has its country of origin. When it wins its popularity there, it begins to spread throughout the world. Thus golf is English, ice hockey Canadian, and baseball American. These sports are now well-known the world over. But have you ever heard of "Orientation" as a sport, or "Orienteering" as the American enthusiasts now call it?

What It Is. The Swedish sport of orienteering is an outdoor one. It is based on ability to use map and compass correctly under varying conditions, and for solving different problems in unknown territory. There are recreational, instructional and competitive forms of the sport. The most popular competitive form in Sweden is finding one's way over unfamiliar terrain through the use of map and compass, in competition with others racing over the same course.

History. The history of exploration and discovery is the history of orienteering. The Chinese used compasses as far back as A. D. 300, and in Europe the compass came into use during the 12th century. In Sweden, orienteering began as a sport in 1918, growing slowly until 1930, when special equipment was introduced in the form of a newly invented type of compass, combining protractor and compass, called Silva—the Latin name for forest. The use of this compass and other special equipment became known as the Silva System of orientation. Today there are over 1,500 clubs, representing 35,000 members, practising orienteering regularly as a competitive sport. It is now sponsored by the Swedish government, and is a compulsory school course.

METHOD OF TRAVEL. Various methods of travel are used, including walking, running, bicycles, canoes, boats, cars, horses, and in winter, snowshoes or skis.

MR. KJELLSTROM, author of this article which is reprinted with permission from the September 1948 issue of the Community Courier, introduced orienteering in Canada in 1946. He is co-author, with Stig Hedenstrom, of the book, The Sport of Orienteering, which is available from Silva, Inc., LaPorte, Indiana, for \$1.50.

Types of Orienteering. Teamed up with a natural interest in the country in which you live and nature lore, learning the use of map and compass, and putting this knowledge to practical use, presents many interesting and enjoyable forms of orienteering. These range from simple Sunday afternoon walks through the woods and fields, always knowing where you are, to the overnight hunting or fishing trips planned by the person who knows he can rely on his ability to interpret a map and use it with a compass correctly.

The teaching of orienteering to give practice in map and compass reading in an enjoyable way, without drudgery, is itself recreation. Generally this takes the form of simple exercises or competitions. The instructor may use his own imagination, but there are several standard forms:

INDOOR FORMS:

Map Symbol Quiz. The competitors are examined as to their knowledge of the different map symbols. Sketch a number of map symbols on a blackboard or other suitable background—easy symbols for beginners, difficult symbols for advanced competitors. The task is to write down the meanings of the symbols. The contest can also be reversed, so that the competitors have to sketch map symbols specified by the contest leader. A combination of these two arrangements is also recommended. The winner is the competitor who has the highest total of correct answers.

Another type of symbol contest is the following: Select a region on the map which contains many different map symbols. Indicate the limits of the region to the competitors and ask them to write down how many, and what symbols, are to be found there. Every omitted or mistaken symbol is penalized with an addition of one minute. The competitor who has finished the contest in shortest time, including the addition of mistakes, is the winner.

Compass Course Determination on the Map. Competitors have to indicate the compass directions to a number of points on the map. From a common initial point on the map the competitors must take compass bearings for ten different points. These should be of such nature that they are exact points on the map—thus hills without specially prominent

# **ORIENTEERING**

Bjorn Kjellstrom



"Orienteering" is a popular Swedish sport. With a map and a compass, the competitors must find the shortest route between two places. Here, at one of the relay points, the indges wait, warming themselves with a cup of hot coffee.

tops, swamps which are not of pointed form, circular or oval lakes, and so on, are not suitable. The winner will be the competitor who takes all the bearings correctly in the shortest time. For each degree that he has erred, however, an addition of one minute should be added to his time. A certain margin must, nevertheless, be allowed for the imperfection of the human eye. One or two degrees on either side of the correct line is suitable for this purpose. If, for example, the correct figure is seventy-six degrees, results between seventy-four and seventy-eight degrees might be considered correct. For groups more advanced in compass reading, the tolerance of error can be reduced.

Other indoor forms include:

Cardinal Points Quiz. Starting from north, the competitors have to indicate other points of the compass.

Indication of Control Stations. Guided by written specifications for a number of control stations, the competitors are to mark their location on the map.

Calculating Distances on the Map. Equipped with a ruler and a map, the competitors have to calculate the distances between a number of points.

OUTDOOR FORMS:

Walking by Compass. The competitors are to follow a given compass direction towards a collecting landmark. The direction given is to be kept as accurately as possible. The main purpose of compass competitions is to give the participants training in walking by compass. It may be arranged in various ways. In a compass competition even beginners who are entirely new to orienteering may be dispatched without risk after receiving concise instructions.

The simplest form of compass competitions consists in giving the competitors instructions at the start to follow a certain compass direction through the forest with the greatest possible accuracy until they encounter a path, a field, a lake or other line at right angles to the course over which they are moving. On arriving at this point, they must mark the spot they have reached by means of a numbered disc and a colored paper strip which they carry with them. Time plays no part.

The winner is the person arriving most accurately at the correct point of arrival (determined in advance by orienteering experts). It should be noted that a margin of seventy-five yards in every half-mile must be allowed for unavoidable errors. The competition distance should never exceed one mile. Maps must not be used by the competitors.

An amusing variation of this form of competition consists in allowing the competitors to attempt to keep to a direction pointed out at the start (by an arrow driven into the ground for example) without using either a compass or a map. In such a competition a distance of four hundred to five hundred yards will be found sufficient.

A compass competition may also be arranged over a course in such a way that a given compass point is announced at the start which should be followed. On following this direction the competitor will arrive at a row of numbered signs, whereupon he must mark the number he believes to lie in the correct direction. Approximately fifty to one hundred yards beyond the first control (a marked-line from the flags may be laid to the point in question) he will receive a new compass bearing to follow. He proceeds thus from control to control until he reaches the finishing point. The score at each control is determined by the number of signs between the correct sign and the one chosen by the

competitor. At the conclusion of the course, scores are totalled for each contestant. The lowest total score wins.

Miniature Orienteering.\* The competitors are to follow compass courses specified in advance over short distances (ten to seventy-five yards) looking for miniature controls. This form of orienteering is suitable for school children and affords good training in walking by compass. It can be practised over an area covering only a few hundred square yards. The competitors are instructed to follow a certain line by compass. At a given distance along this line a miniature control is placed consisting of a small piece of cardboard with a code sign, perhaps attached to a tree or post. The control may suitably be placed at the back of a tree.



The numerical order of the control should also be stated on the sign so that the competitor can determine whether he has missed a control and must return to look for it. The direction to the next control should also be stated. The competitor then proceeds until the finishing point is reached. The person having the fastest time around the course wins.

Other outdoor forms include:

Estimating Distances in Open Country. The competitors are to estimate the distances to various objects observed in the vicinity.

Calculating Distances by Means of a Watch or by Counting Strides. The competitors are to decide, by means of a watch or by counting strides, the exact location of a point at a certain distance.

#### Competitive Orienteering

There are also various types of more developed orienteering contests which may be combined with the different methods of travel to make very interesting and enjoyable competitive events.

Point Orienteering. The competitors follow a course on the terrain marked by paper strips. They bring with them a map of the area and a compass. They are to indicate on their map the location of secret controls which they come across. Point orienteering is an excellent form of competition for exercising the capacity to follow a line on the map and make rapid decisions with respect to one's own position.

It is likewise an excellent form of promotion competition for the general public since there is no danger of anyone losing his way in the country, as the participants in such competitions must follow a marked course.

Point orienteering is arranged in accordance with a course that has been marked in advance. The length of the course may suitably be three to four miles, and it may be marked by colored strips so that it is easy to follow. Secret

controls are placed along the course and are marked by screens or colored strips at which each of the competitors must mark the position of the control on the map. A point orienteering course should be laid in such a way that it leads as often as possible to fixed points in the territory (farms, roads, streams, lakes or the like) to give the competitors an opportunity to find their bearings.

The competitors are started at the rate of one or more per minute, but individual times are noted at the finishing point.

Any mistakes made in marking the points in the territory are remaized by the addition of time in accordance with a special plan, for example, two minutes for every 1/16" error. The competition may be combined if desired with questions on nature conservation at the finishing point, in which the competitors may be required to answer correctly two out of four questions. Incorrect answers may be penalized by an addition of two minutes to the time. Questions and suggestions for the answers may be posted at the starting point.

For this form of competition no wider knowledge concerning the use of the compass is required than that competitors should be capable of finding north and south on the map. The competition may also be so arranged that the competitors do not need to carry a compass. In such cases an arrow indicating north is placed at each control point. Similar arrows pointing north may also be placed between the controls.

For minor competitions the controls may be "dead," but for larger ones, and particularly in promotion competitions, they should be manned by officials to whom the competitors must state the position of the control on the map. Any errors in marking are noted on the cards carried by the competitors. Units of error in certain fractions of an inch (1/16" for example) may be indicated by a code so that the competitors will not know the results of their judgment. For example, letters may be employed so that an error of 1/16" may be denoted by the letter A, 2/16" by the letter B, and so on. Right marking may be denoted by a cipher.

Other competitive forms include:

Orienteering from a Station Point. From a station point offering a wide visibility, certain landmarks are pointed out to the competitors. The object is for the competitors to indicate the location of these landmarks on the map.

Line Orienteering. The competitors have to follow in the terrain a line marked only on the map. Those who succeed in accurately following this line will find a maximum number of controls in a certain order.

Score Orienteering. The competitors, using their map and compass for finding their way, are to reach the highest possible score during a fixed maximum time by searching for a number of controls of different point values in the vicinity. Report Orienteering. The competitors are asked questions on certain facts concerning the conditions (color of houses, kinds of trees, and so on) in the area which can be answered only after visiting the different spots.

Cross-Country Orienteering. The competitors start from a certain point and endeavor to reach stated points on the map in the shortest possible time, finding their own way with the help of map and compass.

<sup>\*</sup> Try this activity at your playground or campsite.-Ed.



# Science and the Senses

 Soon playground and camp leaders will be working out plans on how to interest youngsters in the magical world of nature that is all around them.

Mr. Harry Milgrom, supervisor of elementary science for the Board of Education of New York City, offers these inspiring suggestions. Try them in your indoor and outdoor program.

Children are primitive scientists at heart. They are curious—they are explorers—they are adventurers—they are keen observers—they are collectors—they are doers.

We can make their experiences more meaningful, help them organize their impressions and share with them the thrill that comes with each revelation. We can raise their level of awareness by alerting them to the tell-tale signs of science on all sides.

Explorations in science can be fun, especially if they help the children find their way through the maze of sensory impressions.

DIRECT THEIR ATTENTION TO:

water whirlpooling down the drain, the narrowing of a stream of water as it falls down the faucet, dust motes dancing in sunlight, the sun stealing below the horizon, the match flame that always points up, the play of colors in a soap bubble, ripples on the surface of water, the construction of a spiderweb, a halo around the moon, a cold water pipe "sweating" on a hot day, the shimmering air over a radiator, the curve of a pitched ball, a reflection in a mirror. How do we explain these things?

Ask Them To Compare The Slow Motion Of:

the leaves of a plant turning towards the sun, the tide waters rising or falling, water evaporating from a glass, the hour hand of a clock—

WITH THE HIGH SPEED OF: the flash of a firefly or lightning, a jet plane streaking across the sky, a picture sent by television, voice by radio.

How do we measure time? What is time?

ASK THEM TO FEEL:

the force of wind-driven rain against the face, the crunch of sand or snow underfoot, the spine-tingling screech of chalk drawn across a blackboard, the heat pouring out of sun-scorched brick after sunset, the earth-shaking rumble of a blast of thunder.

With what do you feel?

Call Their Attention To Odor Of: new-mown hay, air after a lightning storm, ocean spray, fresh leather, a swamp, a rose, gasoline fumes, smoke, broiling steak, wintergreen, earth.

What brings these odors to the nose?

ASK THE CHILDREN TO TOUCH AND LEARN THE TEXTURES OF:

sandpaper, cellophane, felt, wool, rabbit fur, hamster fur, flower petals, water, mercury, aluminum, beech bark, shagbark hickory, oil, soap, leather, bone, silk, glass, waxed paper, and so on.

What produces these varied feelings?

ASK THEM TO LISTEN TO THE:

purr of a pussycat, of an idling engine, roar of a subway train, a jet plane, ocean waves, hiss of escaping air, screech of brakes, wailing of a siren, clang of a bell, gurgling brook, lapping of water, rustling of leaves, howling of winds, sounds of frogs, birds, insects, animals, people, instruments.

What makes these sounds? What makes them different?

AND TO THE SILENCE OF:

the moon journeying across the sky, lakewaters on a calm misty morning, a hawk circling high in the sky, a flowerbud unfolding, snow falling, electricity moving in a wire, a sailboat skimming over distant waters.

What is silence?

POINT OUT TO THE CHILDREN THE COLOR MARVEL OF:

a red sunset, a harvest moon, a rainbow,

the purple mountains' majesty, a dancing flame, a blue sky, autumn leaves, the sparkle of gems, an oil slick on water, butterflies, beetles, birds, reptiles.

What is color?

ASK THEM TO THINK ABOUT THE FAS-CINATING SHAPES OF:

leaves, snowflakes, eggs, starfish, snailshells, clouds, lightning, star groups, icicles, suspension cables, airplane wings, birds and fish, drops of water, frost.

What causes the formation of these shapes?

GIVE THEM OPPORTUNITIES TO SOAR ON THE WINGS OF FANTASY:

What would happen if trees, gravity, insects, flowers, humans, and so on, disappeared: if air stopped moving: if water stopped flowing?

If I were a seed, dust particle, piece of paper, drop of water, leaf, meteor fragment, comet fragment, sound, radio wave, microbe, light ray, where would I wander?

WHITHER WOULD I WANDER?

My journey into the world of: invisible microbes, invisible atoms and molecules, outer space, the earth's interior, the ocean bottom (Manta), the mountain peak (Annapurna).

LET THEM ENJOY THEMSELVES WITH: Silly Questions:

Is an antelope related to a cantaloupe? Is a baboon related to a racoon? Puns:

Hyacinth I saw you last?

Games:

Plants named after animals; tigerlily, snapdragon, pussywillow, dogwood, dandelion, skunk cabbage.

And play NATURE. It's like the game Geography, but instead of using cities, countries, and so on, use animals, or plants, or birds, and so on. The first player says a name, perhaps "Squirrel." The next player has to give the name of an animal beginning with the last letter of the previous word, so he could say "lion;" and so it continues.

This appeared in September, 1953, issue of Nature Garden Guide, and is used by permission of the author and the publisher.



PERENNIALLY; the lore of the Indian, with all its fine ideals and woodcraft applications, catches the imagination of youth. Indian lore, under a capable director, can play a vital role in the summer program, lending itself particularly well as a basis for integration of many fields—crafts, nature, council fires and camp projects.

The program's success depends on the leader. One good leader is worth ten poor ones, and should be paid accordingly, for not only will be make this activity one of the more popular, but might easily do so and serve in some other capacity as well. Indian dancing, more so than craft work, cannot be learned from a book; every effort should be made to secure a good dance leader or train one for future years.

Indian lore is a two-fold program, the craft side depending upon the dancing side for success. Craft work is of little value or interest unless the campers are given an opportunity to use their creations. Bows and arrows are used on the range; headdresses, tom-toms, bustles are made for dancing; and the opportunity to use them should be provided. Indian council fires depend upon regalia for atmosphere.

#### Craft Work

In the craft area, let us start by considering items easily made and useful

Reprinted from Camping Magazine, May 1953.

# INDIAN LORE

in Camp

Gene J. Gallo

for dancing. Under the supervision of an imaginative craft counselor, campers may use pound lots of feathers, bells, beads and other items to fashion as satisfactory a product as one made from a kit, and at much less cost.

Headbands are easily assembled, lending themselves especially well to low cost and imagination. Loose feathers are also used for arm and leg bands, coup sticks, dance fans, shields, decorations on tin-can rattles, and, more elaborately, on bustles. Bells have strong appeal to boys and give more value per dollar than any other item in charging the atmosphere.

In order to keep projects simple enough to hold young, wandering minds use cardboard for bases of bustles, headbands, dance fans and the like, with the feathers easily attached by staples or glue. Use crayons for decorating breechcloths, and beads with larger holes for younger boys.

Although totem poles are sometimes good, avoid projects that require too much time to complete. Although they also require time, drums are proud possessions when completed. Moccasins should be of the Blackfeet style, requiring only a hand-stitched seam down one side plus simple beadwork. Consult any of the many good books for numerous imaginative designs for other craft projects.

#### Dancing

Although accomplished dancers can not be produced in a short camp period, it is surprising what can be done. The first rule is to get the boys dancing that is what they're there for, so get started. Throughout the instructions, keep in mind the basic step, a one-two count, on which the knee gives on the second count, letting the weight of the dancer settle. Consult good books to supplement one's own first-hand experience. Now that they're dancing, provide the opportunity to dance at a campfire. Then watch the Indian craft program flourish,

A good routine used by the author for beginning instruction was:

- 1. Construction of simple headband to lend effect.
- 2. Teaching of the side step, easy to supervise.
- 3. Instruction in hop-hop step, easily learned, gives rhythm.
- Instruction in holding of arms, crouching.



5. Conduct a full dance such as simple Corn Dance.

6. Rest, boys are tired and willing to listen. Further demonstrate basic step, the use of rattles, coup sticks, shields, effectiveness of bells, the typical looking-pose, and other craft objects that may be made. Good time to answer questions or explain dances.



 Work a while longer on refinements, hold a challenge dance such as feather dance where each dancer tries to pull feather from ground with his teeth, or work on another simple routine.

Other good dances for practice sessions are: Stalking, Rattle, War, Eagle and finally the Hoop. The Beaver Dance given by Bernard Mason in *Dances and Stories of the American Indian* should

also prove popular. Vary the teaching methods, keep it lively, encourage the boys and success is certainly yours.

Indian Day in camp can be the highlight of the season, if it is well planned. One cardinal rule for success is that the whole camp participate. Use only games that are easily supervised to avoid arguments, which spoil the fun.

Campfires are where Indian lore really shines. One of the first campfires of the season should contain a note of the Indian element to capture the camper's imagination. A later campfire should give the boys an opportunity to participate. One of the best council fires is the Give-Away Dance as outlined by Mason in his book; sure to be the season's highlight.

Village dances, challenge dances and games, and competitive dancing are also good program material for Indian council fires. The staff might present an entire dance program, carrying the solo roles themselves, with the younger boys filling in on the group dances,

The award campfire at the end of the

period is ideal for the Indian theme. It gives the boys an opportunity to show their skills.

Recommended books on Indian lore include:

#### DANCING

The Rhythm of the Redman by Julia Buttree, A. S. Barnes Co.

Dances and Stories of the American Indians by Bernard S. Mason, A. S. Barnes Co.

#### CRAFTS

The Book of Indian Crafts and Costumes by Bernard S. Mason, A. S. Barnes Co.

Indiancraft and Indian and Camp Handicraft by Ben Hunt, Bruce Publishing Co.

#### STORY TELLING

Cry of the Thunderbird by Charles Hamilton, The Macmillan Company.

#### COMPREHENSIVE

Book of Indian Craft and Indian Lore by Julian H. Salomon, Harper Brothers.

#### INDIAN GAMES

The American Indian is a great lover of games, particularly those having to do with sports and those based on the element of "chance." Since the Indians were great athletes, perhaps the favorite games included running, jumping, or shooting their bows and arrows. The rules for games of chance are not clearly described and were probably varied according to tribe or use.

The equipment used for games was fashioned out of natural materials such as sticks, seeds, bones, pebbles, or corn cobs. Color or small dots were added to identify pieces belonging to individual players. Small flat bowls or leather bags were used as containers. Many of the sticks were beautifully carved.

Pebble Game. This game of chance may be played by each player placing a certain number of small pebbles in a shallow bowl—each one's pebbles being marked differently with small dots or a color on one side. They are then poured out on the ground and the players count only the stones that land with decorated tops exposed. A similar game is played by using cherry pits.

A Bundle of Sticks. A two-pouch bag made of doeskin held together with a strip of leather, and containing a number of small sticks, was worn by hanging it over a belt at the waist. It was carried by a visiting warrior, who on arrival danced in the council ring. When he completed the dance, he scattered the sticks on the ground. The manner in which the sticks fell had certain significance, even to peace or war between the tribes.

Some tribes gave sticks as an invitation to ceremonies. The sticks were sometimes carved with symbols sacred to their tribe. This idea may be used in camps where each tribe designs its own invitation sticks.

Tokens. Thin sticks of wood were often cut into shapes of animals or people; they were given away as tokens.

Stick Game. Sticks were carved on one side with designs that stood out in relief. They were held high above the head and dropped to the ground. The player whose stick landed right side up won.

Corn Cob Dart. Cut a piece five inches or six inches in length from the pointed end of a corn cob. Find three wing feathers, matching in size if possible. Place them equidistant at broad end of cob, setting them so they curve outward from the center. Use a large darning needle for the sharp end of the dart. Since the inside, or pith, of the cob is soft, remove some of it and replace it with plastic wood. Insert the head of the needle, and allow the plastic wood to dry before using the dart.

Reprinted in part with permission from The Book of Arts and Crafts, Marguerite Ickis and Reba Selden Esh. Association Press, New York 11954]. \$4.95.



# Nature in Games

ACTS about nature can be the basis of games which not only are fun but which encourage careful observation on the part of the players and reveal facts about the out-of-doors which in themselves can prove exciting. They can be a helpful part of a nature program, or awaken interest in the organization of such a program.

Only a few games are described here. Others can be devised by leaders themselves, or found in nature and camping publications. (See list on inside front cover of this issue.)

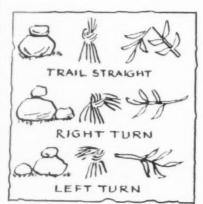
Hold the Front. This is a hiking game which can be played by from four to fifteen players, age ten and up. Players travel along a trail in single file. The leader asks a question about something observed along the trail, such as, "What kind of a tree is this?" "Point out three minerals in the granite." If Number 1 in the line knows the proper answer, he holds his place in front. If he fails he goes to the rear of the line. Number 2 then gets a chance to answer. Each player failing to answer goes to the rear of the line, and the person first answering correctly is Number 1.

Trailing. The number of persons playing this game should be kept to ten. Large numbers of campers can be divided into smaller groups, each playing independently of the others. One person starts ahead of the group and walks carelessly through the woods, making

no attempt to hide evidence of his passage. At the end of ten minutes he sits down to wait. The other players start at this time, and try to find him—by means of broken twigs, footprints and other signs. They can follow him as a group, or scatter for individual trailing—the first one to find him being the winner and required to explain his achievement.

This game can be varied by the laying of a nature trail by the player being pursued. See following note.

Laying a Nature Trail, The following are devices for "nature trails" as differentiated from the more usual "hare and hound" trail of popcorn, beans and so on:



Use trail signs such as "duck on a rock" (one rock on top of another; see illustration), bent twigs and bunched grass. Do not put blazes on trees for ordinary trailing games.

Make tracks with tracking irons (animal tracks or signs made of iron placed on the end of a stick and used to make impressions in the ground).

Use compass directions, given from point to point. If the directions are carefully followed a given spot will be reached.

Nature Scavenger Hunt.<sup>1</sup> Ten to one hundred players, ages ten up. If the group is large, divide it into teams with six to eight in each team. Give each team a list of things to be collected and a paper bag to hold them. Allow five to thirty minutes, depending on the list of things to be brought back. Penalize groups not back within a specified time. Each item on the list should be checked by asking each team to display the objects one at a time. The winning team is the one which has secured the greatest number of the objects on the list.

Nature Scouting.1 Twenty to eighty players, ages ten up. On a map of the camp area (or if the occasion is a picnic, the picnic area), designate several points about equally distant from the starting point. Divide the group into small teams of four or five people, and send each team on a scouting trip to a different point. Allow about fifteen minutes for the trip and return. After the teams have returned, call for reports on what was seen. A picnic meeting or campfire program is a good occasion for such reporting. Interest is highest when groups report interesting things in sufficient detail to be recognizable by

<sup>&</sup>lt;sup>1</sup> From Nature Games for Various Situations, National Recreation Association. Price lifteen cents.

the leader or another group, in case field identification was not made.

Who Am 121 Unlimited number of players, ages ten up. Place numbered tags on objects along a trail or within a restricted area. Tags should be placed so that they can be readily found, Players are given blank cards and instructed to find all tags and note on cards the objects on which they were found.

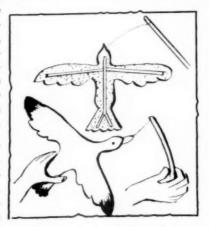
Bird Identification. Divide players into groups of five, each with a captain to act as scorekeeper and spokesman for his group. On a bird-spotting walk in the woods or across the fields, the first group to identify any bird receives three points; if the group can offer any correct information about the bird's habits, it wins an additional two points. Twenty-five points constitute one game. Identification of each bird must be made to the leader of the trip, who awards the points. This game can be played with plants, animals, insects, trees and so on.

Twig Matching.<sup>2</sup> This is a good indoor game for rainy days or social occasions. Obtain several kinds of twigs eight to twelve inches long. Cut into two parts. Mount the lower half on a board. Scatter the other halves on a table. At a given signal, the players observe closely one of the twigs and then run to the unmounted group to get the other half. If wrong half is brought back, player tries again. This game requires close

observation. Leaves may be used in the same way, or flowers with short stems may be fitted to longer stems, or leaves to leaf scars.

Jack-in-the-box.<sup>2</sup> A branch or flower is held up quickly from the back of a box. The players write down the names. See which team gets the highest average.

Bird Flight.<sup>3</sup> This game is designed primarily for the study of the color and size of nature birds. Choose the bird you prefer to make and draw an outline as though you were looking at it from above with its wings stretched wide. Now fold the paper so the fold



<sup>3</sup> By permission from Nature Recreation by W. G. Vinal. Copyright, 1940. McGraw-Hill Book Company, Inc. Out of print.

<sup>3</sup> From Nature in Recreation, by Marguerite Ickis, Copyright 1938. A. S. Barnes & Company. Price one dollar. is on the side of the body of the bird and cut it out so that each wing of the bird is exactly the same size when it is unfolded. Use this for your pattern and trace around it on cardboard and cut out. Brace it underneath with a few sticks of light wood by gluing the braces to the cardboard. There should be braces across the wings and from bill to tail. Leave a small notch in the brace running from bill to tail about half-way down the stick.

Choose any twig that will bend a little without breaking and use about two feet of it as a propeller. This is done by tying a string eight inches long to the twig, leaving a loop one inch long at the loose end.

You are now ready to put your bird in flight. The bird will look like a monoplane colored as near the color of the bird as possible. Hook the notch in the bird brace to the loop in string. Pull the bird with the right hand far back and hold the twig firmly in the left. The twig will bend and, upon releasing the bird with the right hand, it will take flight in the direction it is pointed.

Many rules may be used for this game. One might consist in a group of contestants racing a number of birds across a
field as fast as possible with a minimum
number of starts and stops. Another
variation might be to identify the plant
on which the bird lights. The game
should be limited to the birds that are
native to that part of the country.

## File Your Way Out

Inevitably there comes a time when the recreation leader feels that his program needs rejuvenation; that he's caught in a steel trap of routine. It seems to me that when this has occurred, the quickest and most rewarding manner of escape is to "file your way out."

There are few better ways of diagnosing a recreation program than that of thoroughly checking over the department files. This can come in the form of a "cleaning-out" process. It might be a good idea to be deliberate and slow in going over the files.

When we make our files too much of a storehouse, they are ineffective. Good files contain only the fresh material which can actually be used. In order to make the files most effective, it is very important to have a thorough knowledge of its contents.

Checking the files also offers an opportunity to check over various material which has been filed by other members of the recreation staff.

On many occasions a recreation leader reads an interesting article, finds a good recipe, or comes across some program aid. This material finds a place in the files before it is thoroughly digested. The good intention is there all right, but the leader very often forgets about it completely.

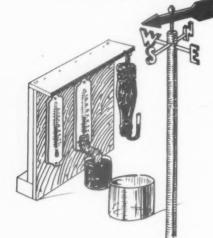
When I took my first job as a recrea-

tion leader, I spent several weeks going over the files. This proved to be of outstanding benefit to me. It is the best way to familiarize yourself with a program.

Some recreation departments have a newspaper clipping file. A regular review and study of it can serve many needs. It is also a good reference for board members, city officials, or the people of the community. It is one of the best sources to evaluate a recreation program.

The next time you feel your program needs something, why not try to "file your way out?"—DAVE ZOOK, Superintendent of Recreation, Salina, Kansas.

## MAKE A WEATHER STATION FOR HOME-CAMP-PLAYGROUND



#### MATERIALS

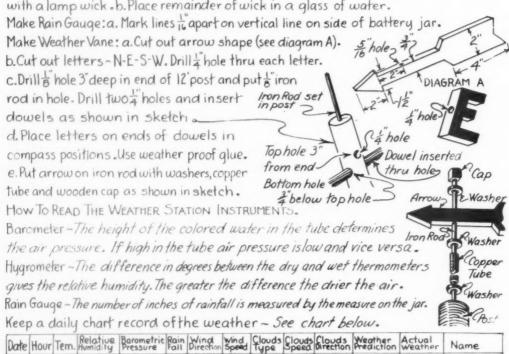
る"Wood, 2x4"Wood, Screws, Nails, "Washers, 1" diameter Post 12' to 15' long 34" Dowel , Copper Tube 2" long, & diameter Iron Rod 6" long, 1" Lamp Wick, Small Jar, Battery Jar, U shaped Glass Tube or Plastic Tube, Rubber Stopper, Coca Cola Bottle, 2 Thermometers, Cord.

#### METHOD

Make Barometer: a. Fill coca cola bottle with colored water. b. Put stopper in bottle with Utube in place.

c. With cord attached to bottle hang it upside down on the wooden frame. Make Hygrometer: a. Hang two thermometers on wooden frame with bulb of one covered

with a lamp wick . b. Place remainder of wick in a glass of water.



group is to receive encouragement and joy for future development. There must be no action without justification. Final motivation must come from within, even though stimulation comes from without. of each idea is a task which the director must be able to perform if the The ability to lead the group into the inner meanings-the "why"

· Paraphrasing: Have the group put into their own words the meaning of the

the idea. Use of voice, movement, emotional tone, predominant mood, tempotrolling idea, also the ways in which voice and techniques must be used to express pause, volume, and pitch will accomplish a perfect synthesis of all the parts. Through discussion, lead the group into realization of the con-

# Arrangements

ment, using: solo voices, or voices in small group, voices in unison. lowing suggestions for using the dramatic poem. "Harp Song of the the nature of the selection and the idea to be expressed. Try the fol-Antiphonal and many other arrangements may be used according to Dane Women" by Rudyard Kipling. Group and director work together in experimentation of arrange-

Setting: A wharf scene

Characters: Group of women-wives, sweethearts, mothers. Imaginary group or group of seamen working on their boats

Autumn afternoon.

Exposition: To the wharf where the men are working on their boats, preparing to go to sea, come these women to plead that they do not go since every year Place: Denmark or any country where men follow the sea. many do not return

homes. Action may be stylized or suggested. Conclusion: Despair of women as they turn and slowly go back to their lonely Conflict: The pleading of the women and refusal of men.

Some points to be stressed:

and her man. How they would move, talk, react. The imaginative understanding of each woman as an individual.

they voice the full throated cry of protest. The feeling of the entire group in both the first and last stanzas as

strong white arms to hold. The voice and movement (quick) of the young bride who speaks of

• The voices of the old women who have lost all but come to add

their protests.

The young women remembering the mirth and fun at meals

 The climactic cry of the entire group: "The sound of oar blades falling hollow Is all we have left through the months to follow."

Nursery rhymes and jingle-Suggested Types of Materials Suitable for Choral Speaking For Children Poems from children's literature Children's stories in verse

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The slow turning away of entire group in hopelessness and despair.

Greek poetry translations Poetry from the Bible Humorous material Sea chanties Rhythmic poetry Ballads old and modern Lyrics from Shakespeare Narrative poetry

Poems with sound effects

For Youth and Adults Ballads old and new Speech and movement e.g., Modern plays with choral speaking Material for patriotic occasions e.g., excerpts from "On a Note of Triumph" by Norman Corwin Stephen Vincent Benet Mountain Whippoorwill" by

# Recipes for Fun

horal Speaking

Part II

Grace Walker

used group speech and group movement as vehicles to record his excomparable in many ways to choral singing or orchestra playing—as which enriches the lives of those who participate. a part of its program offers a natural, exciting and meaningful activity platform, in everyday life—and you can easily see its importance! being without speech (song is a part of it) on radio, TV, stage, lecture periences, and to give expression to his feelings and ideas. Imagine The recreation department that has choral speaking—a group activity HAT ACTIVITY which we today call choral speech began as soon verbal expression. Since then, in one way or another, man has as primitive society discovered a oneness of ideas, emotions and

cially, find it quite natural to combine speech with movement. They choral speaking, if so desired, can begin with the body, children, espethe entire personality-the physical, mental and emotional. Because can dance to words that have strong rhythmic movement—as do many One of the great values of any art expression is its power to include

Mother Goose jingles—as easily as to music.

leader should try for a stirring, rhythmic, exciting approach—and use action poem or one of the old traditional ballads. At any rate, the good literature. Adults can reach the same results if their point of departure is an

# Our Instrument—The Voice

control, placing of tone, articulated speech, inflection (giving the upon the same techniques, skills and craftsmanship peculiar to other ments—the voice—and since we are dealing with an art form based strong. Being heard and understood is dependent upon perfect breath meaning behind the words), and interpretation (perfect identificaknowledge of the methods involved in producing the desired results. forms, the director or leader must carefully lead his group into a As a point of departure the voice must be made free, flexible and more than natural expression. than the conversational tone-in much the same way that poetry is kind of speech used in dramatics or choral work is something more tion of the idea behind the words). It must be remembered that the Truly we have at our command the most marvelous of all instru-

# Voice Development

The following suggestions will help a group in voice development.

ing and breath control are at the foundation of voice production. Tones Power and Control. The voice is a wind instrument, therefore breath-

RECREATION, March 1954

and words ride upon breath, and diaphramatic breathing is necessary for sufficient power.

• Encircle base of chest (waist line) with hands, thumbs pointing toward back. Inhale through nose counting 1-2-3-4 while expanding lower lungs; then expel breath in a gush. Repeat, starting out with a sigh. Inhale deeply and blow bubbles while exhaling.

· Place hands where one feels the in and out movement. Try to feel complete relaxation and repose throughout the body; build a story behind this idea.

· Test the power of the voice with a phrase or a word, such as "Hello,

pended in deep breathing as in a brisk walk.)

• Raise arms over head while inhaling. Bring arms down to shoulder level . Now imagine walking briskly but easily through fresh cool air. Place hand waist to feel the in and out movement of lower lungs as you inhale and Again build story and use voice in "Hello," Pant as if running up a hill. (The group will soon discover the power and control ex-Again speak "Hello,"

· Inhale through nose. Exhale through slightly opened mouth in a continuous column of breath against the finger tips.

ment and will become a beautifully developed instrument upon which Voice Placement. With practice, the voice will gradually find its placeall ideas and emotions may be played.

use low deep note in singing tone. Repeat, directing breath through top of the · Inhale through the nose. Exhale, directing breath behind the upper teeth;

· Continue directing air force through roof of the mouth; top of head; against upper front teeth, through front of face.

· Take deep breath-hum "M" on middle C directing sound against upper front teeth, the roof of the mouth, the head.

Perform all exercises lightly. Laughter is an excellent relaxer.

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Tone Production. The vocal cords, two small muscles located in the Herein lies the mysterious power of communication which the voice Put definite ideas behind the sounds and set these cords vibrating by ance of the voice gives beauty and quality to sound as breath and sound possesses. Help the group to realize this through various experiments. larynx or voice box, can produce any tone which can be imagined. breath moving over them—the result is voice production. The resonpass through cavities in nose, mouth, head and chest.

 Think of a loud shrill sound, breathe deeply and on a signal from leader make the sound. Try it with: soft flowing sounds, harsh ugly sounds, beautiful sounds. wind sounds. In each case see that deep breath is taken and that sound is directly

related to the thought.

 Read "The Night Wind" by Eugene Field and other sound poems.
 On a full breath sing two notes—middle C.D—using "ah." Repeat notes about eight times ending on C. Gradually increase breath which will increase vocal

Use crescendo and diminuendo effects for tone projection and control. Use vowel sounds, AH, EE, OO; and, for resonance, M, N, NG.

Articular Speech. Articular speech is made up of letters, syllables, To develop this, use the following exercises for the words, sentences. speech organs:

· Open mouth the width of two fingers inserted between the teeth to demon-

ward as possible. Use all speech organs vigorously while pronouncing vowels · Exercise lips, giving exact formation to each vowel, placing them as far forstrate open mouth idea. and consonants,

Start with: A, E, 1, 0, 00.

Add consonants: BA, BE, BI, BO, BOO; MA, ME, MI, MO, MOO, and so on.

 Use words such as: FUD, DUD, DAB—NOM, NOM. NOM—and, while opening the jaw vigorously, spar, spar, spar, spar.

• Lap milk with tongue projected. Trill with tongue.

But said she, "This butter's bitter." Use patter exercises for speed and agility: Betty Batter bought some butter

Projection of Speech.

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try these phrases: "Wind through the olive trees"; "O how lovely is the evening!"

• Make a trumpet by placing hands on either side of mouth bring sound forward Send a tone across the room, through the window or door. Add speech and

and dreary winter! O the cold and cruel winter!"

In sustained voice, try: "When shall we three meet again? In thunder lightning

and speak as though talking down a long corridor. Try this, using: "O the long

# Communicating Dramatic Ideas

Without inflection (the tune of speech), rhythm (the movement of speech), volume, pitch (tone quality or music of speech), tempo and pause, there could be no expression of ideas and emotions, Rhythm. Rhythm in speech is the way words move or dance along as we talk. It is directly related to the inner meaning of that which is said—and is our guide to the manner of expression. Some examples of various rhythms:

Marching Rhythm: "Hannibal Crossed the Alps" by Eleanor Farjeon Rocking Rhythm: "Rock-a-bye Baby" Jazz Rhythm: "The David Jazz" by Edwin Meade Robinson Flowing Rhythm: "Sweet Afton" by Robert Burns Rocking Rhythm:

easy to achieve-especially with beginners-therefore some help in the use of rising, falling, slurred inflections will be needed. Many fun Complete identification with the meaning of what we are saving instinctively results in right inflections, but such understanding is not inflection. Inflection brings out the sense and sound of what we say. games can be worked out to demonstrate idea.

ferent meaning must be brought out each time, even though the same words are Give the group a single line, a word, or a letter to say 'relling them that a difbeing spoken;

"I won't do it"—a promise
"I won't do it"—determination
"I won't do it"—fear "Why, my dear"-sympathy "Why, my dear"-surprise "Why, my dear" love

"I won't do it"-hysterical (repeat and build into climax)

 Poems, in which words of the refrain must reflect the meaning of the story, are excellent practice for children, as are old ballads, Psalms, and lyrics with a repeated refrain for adults.

# Dramatic Interpretation

questions about the idea to be expressed that must be considered: We must not for a moment suppose that the perfecting of our inbe much like possessing a fine violin with no power to communicate through it the world's beauty in music. Rather we are striving, with the aid of the imagination, to interpret experiences and transmit these experiences through our instrument. In doing this, there are three strument is the total of the result which we wish to achieve. That would What, why, and how—what to express, how to express it and why must it be so expressed.

## PERSONNEL

#### 1953

W. C. Sutherland

The year just passed was one of many successes for professional workers and recreation agencies In retrospect we see much encouragement and hope for the future. In the first place, the total number of tax-supported positions increased. The number of executive positions filled was favorable and salaries improved. The salary range for executive positions filled was \$3,500 to \$6,800. The median salary increased from \$4,250 to \$4,500 over the preceding year and is the highest yet reported. Yes, it is still too low, but it is moving in the right direction. Then, too, these positions are mostly in small towns. Fifty-one per cent are in cities under 10,000 population, sixty-nine per cent under 15,000, eighty-eight per cent under 25,000 and ninety-two per cent under 50,000 population. Only eight per cent of these placements were in cities over 50,000.

The executive positions pending at the close of 1953 and carried over into 1954 were also in the smaller cities. Over half were in communities of 10,000 population or under. All were under 50,000 and only three were over 25,000 population. The median salary for the unfilled executive positions at the close of 1953 was \$4,000. A look at the salary demands of the men executives on the available list at that time gives some indication of the difficulty these cities are having in filling their vacancies with qualified recreation executives. Most of the men on the available list classified as executives at the close of the year wanted more than \$4,000, the median salary for the executive positions that were open. Well

Mr. Sutherland is the director of the Recreation Personnel Service of NRA. over half of the candidates would consider new positions only at a minimum of \$5,000. Over a quarter of them would consider nothing under \$6,000.

Executive positions were filled in twenty different states, including all of the eight field districts. About one-half of these were in cities west of Chicago. Positions of various types were filled in thirty-five states, and others involved overseas service with the U. S. Army, the State Department and the Air Force. Positions were received from the District of Columbia and all the forty-eight states except two. More positions were filled in institutions—mental hospitals and state training schools.

Municipalities have found it increasingly difficult to recruit qualified workers, partly because of the competition for the best recreation leadership between public and private agencies. Also, the increased demand for recreation personnel in state mental hospitals and other areas of recreation service is adding to the difficulty. Frequently the positions are more adequately defined, working conditions more attractive and salaries higher in these related fields. Some cities lost good prospects to other municipalities because the officials in the latter seemed to be better organized. knew what they wanted and in general impressed the candidates with the favorable conditions and attitude which prevailed, making the atmosphere conducive to the development of a good public park and recreation service. The number of students graduating from professional recreation curriculums decreased, adding further to the difficulty.

On the other hand, personnel did increase and salaries also increased. Inservice training continued to advance. A new publication, In-Service Training

for Parks and Recreation-Objectives and Resources," was prepared jointly by committees of the National Recreation Association and the American Institute of Park Executives. The suggestions incorporated in this publication indicate a broadening conception of the possibilities for training on the part of the park and recreation executives. Additional publications are in process by the National Recreation Association's National Advisory Committee on Recruitment, Training and Placement and will have to do with (1) training playground leaders and (2) training community-center personnel. The committee has other projects underway dealing with such subjects as: policies and practices, recruiting and selection.

More liberal policies have been noted with reference to residence requirements. For example, Huntington Park, California, has received applications from all over the United States for the position of recreation executive; and comprehensive written examinations will be conducted in fifteen different cities. Most of the cities appointing recreation executives have waived all residence requirements.

Evidence in general, and growing out of the Southern Regional Study in particular, indicates that the demand for qualified recreation personnel in the next five years will exceed the supply unless the professional recreation training centers step up their production, both in quantity and in quality. Likewise, the ability of cities to bring substandard salaries up to date and improve working conditions in general will determine the extent to which vacancies will be filled by qualified people.

<sup>\*</sup> Available from the National Recreation Association, Price \$.50.

# People

# and Events

#### Honored

Mrs. Beth Wallace Yates, director of the Sylacauga, Alabama, Park and Recreation Department, was awarded a bronze plaque by the local Chamber of Commerce for her outstanding efforts in recreation and aid in promoting the industrial and civic growth of the city. The plaque was presented on behalf of members by Bill Hay, NRA field representative. Mrs. Yates is president of the Alabama Recreation Association and a member of the NRA National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel.

Forty-one employees of the Milwaukee Department of Municipal Recreation were honored for twenty-five years or more of continuous service, at a service citation program sponsored by the Milwaukee Recreation Directors' Association. These forty-one employees had a total of 1,145 years of service with the Milwaukee department. Mrs. Elfreda Pahlke, retired community center director, had served for forty years. Mrs. Norma Adams, recreation instructor, is starting her forty-first year with the department. Erwin J. Kopp, stockroom clerk, has been in service for thirtythree years, and Harold S. Morgan, director of the Division of Municipal Athletics, has been with the department for thirty-two years.

Each honored employee was presented with a certificate; spouses were also awarded certificates in recognition of their many years as "recreation widows" or "recreation widowers."

Mrs. Belle Benchley was feted at a banquet upon her retirement after twenty-six years as the director of the San Diego Zoo. Eight hundred persons gathered to say "thank you" and pay civic tribute to the only known woman zon director in the world, and to present her with a round-the-world air-trip ticket. Mrs. Benchley has won interna-

tional recognition through her widely published writings and her capable management and advancement of the San Diego Zoo to its present place as one of the finest in the world.

Harry R. Bryan, director of recreation in Sumter, South Carolina, was named "Young Man of the Year" for 1953 by the Sumter Junior Chamber of Commerce at a special dinner meeting. The distinguished service award, a bronze plaque, was presented at this time for "outstanding community service."

Mr. Bryan, who received his master's degree in physical education and recreation from Columbia University in 1947, has been with the Sumter recreation department since that time.

#### Retired

Robert L. Burns, veteran public official who is affectionately known by his associates and thousands of friends as "Los Angeles' elder statesman," recently resigned from the City Recreation and Park Commission.

Mr. Burns, who observed his seventyeighth birthday last January, came to Los Angeles in 1915 after a highly successful business career in Hutchinson, Kansas. He launched thirty years of public service in his adopted city by serving on the board of education, the city council, the water and power commission, and since 1947 as a member of the recreation and park commission, of which he was president for the fiscal year 1950-51.

Gerard M. Phelan, director of recreation in Kenosha, Wisconsin, since 1930, is another recent retiree. During his long and notable career Mr. Phelan has served on numerous special committees, and has held office in the Council of Social Agencies, the Optimist and Kiwanis Clubs, the Wisconsin Recreation Society and the Wisconsin Recreation Association, and many other organiza-

tions. He is at present the president of the Kenosha Unit of the Wisconsin Association for the Disabled, chairman of the Kenosha Chapter of the National Foundation for Infantile Paralysis, and a member of the NRA National Advisory Committee on Defense Related Services and the National Advisory Committee on Drama.

Mr. Phelan was honored in August of 1953 by the Wisconsin Park and Recreation Society, because of generous and outstanding service to the organization through the past years, with a life membership in the organization; and in November was awarded a life membership in the Wisconsin Recreation Association.

Walter H. Blucher, executive director of the American Society of Planning Officials since its creation in 1934, resigned in January; however, he will continue to serve as consultant to the society in the preparation of its zoning digest and Planning Advisory Service. Mr. Blucher has an exceptional understanding of problems relating to recreation and park planning and is a member of the NRA National Council on Research in Recreation.

Dennis C. Harrow, who has served the American Society of Planning Officials for a number of years, succeeded Mr. Blucher as executive director.

#### **Coming Events**

April 4.7—Second Southern Regional Conference on Recreation for the Aging, at the University of North Carolina, Chapel Hill.

May 26-29—University of Minnesota Second Institute in Hospital Recreation at the Center for Continuation Study on the University campus, Minneapolis.

April 9-10—Eighteenth Annual Recreation Conference at the University of Massachusetts, Amherst.

April 7-10—Twentieth Annual National Folk Dance Festival at St. Louis, Missouri.

March 24-25—Institute for Board Members at the Boston University School of Social Work, Boston, Massachusetts.

#### Regional Art Conventions

March 24-27—Southeastern Arts Association, Mountain View Hotel, Gatlinburg, Tennessee.

March 31-April 3-Eastern Arts As-

sociation, Commodore Hotel, New York City.

April 11-15—Western Arts Association, Pantlind Hotel, Grand Rapids, Michigan.

April 12-15—Pacific Arts Association, Fairmont Hotel, San Francisco.

#### Recent Appointments

W. A. Bevil, parks maintenance supervisor, Recreation and Parks Department, Griffin, Georgia: William R. Bird, director, Parks and Recreation, Ector County, Odessa, Texas; Robert E. Casselberry, superintendent of recreation, Marysville, Michigan: Julian Golubski, director teen-age activities, Recreation Department, Milwaukee, Wisconsin: Mary H. Howard, supervisor girls' and women's work, Recreation Department, Kinston, North Carolina: Lucille Jones. secretary and girls' athletic supervisor, Recreation and Parks Department. Griffin. Georgia; Charles R. McCarthy, assistant director, Division of Recreation and Group Work. Dade County. Florida.

Frances A. O'Boyle, recreation worker, Tubercular Department, Kings County Hospital, Brooklyn, New York; Eloise Rouse, girls' worker. Dixwell House, New Haven, Connecticut; Robert W. Ruhe, superintendent of recreation, Skokie, Illinois; James Sayes, superintendent of recreation, Leesburg, Florida; Alex Sinclair, director of recreation, St. Catherine's, Ontario, Canada; Henry P. Yeager, superintendent of recreation, Naples, Florida.

#### In Memorium

Dr. Henry S. Curtis, nationally known authority and one of the pioneers of the recreation movement in America, died at the age of eighty-three in Aurora, Ohio.

Dr. Curtis was active in the organization of the Playground Association of America. (later to become the National Recreation Association) in 1906, became its first secretary-treasurer, and then the second vice-president. During his long and outstanding career, which began when he was assistant director of New York City playgrounds in 1898, he served as supervisor of playgrounds in the District of Columbia, director of hygiene and physical training for the state of Missouri, joined the faculty at the University of Michigan, and later taught recreation at Cornell, Columbia, and Harvard.

He was the author of several books and articles on recreation, and in recent years devoted much of his attention to the recreation problems of the aged.

In a resolution, the board of directors of the National Recreation Association stated: "Dr. Curtis' service in the national recreation movement covered a broad range of interests over a long span of years. He worked vigorously and persistently for play for children, for recreation for rural America, and for recreation for our older citizens. His service has left its definite imprint on the recreation movement and will be long remembered."

S. Wales Dixon, former NRA field secretary and recreation director at Hartford, Connecticut, died at the age of eighty-two.

Mr. Dixon was born in Fairport. New York, and developed a great interest and exceptional ability in sports as a boy. This interest took him to Rochester. New York, where he joined the YMCA. In 1893 he went to the YMCA in Hartford as assistant gym instructor. It was during that year that Dr. James Naismith brought his Springfield College basketball team to Hartford and introduced the new game. Mr. Dixon then coached his city's first basketball team, and later introduced softball there. He has often been called Hartford's best all-around athlete.

In 1914 he became city recreation director, a post he held until 1921 when he joined the NRA (then called the Playground and Recreation Association of America) as the New England field secretary. The old park concept still existed at that time, and Mr. Dixon was instrumental in promoting more active recreation use of parks and better qualified leadership.

He returned to Hartford in 1934 and was in charge of the training of recreation supervisors until his retirement in 1948.

Dr. Helen L. Coops, nationally known in the field of physical and health education and a University of Cincinnatifaculty member for thirty years, died at Good Samaritan Hospital in Cincinnati. She attended Connecticut College for Women from 1913 to 1920, then transferred to Barnard College, where she received the bachelor of science degree in 1922. Postgraduate studies in Teachers College, Columbia University, led to master of arts and doctor of philosophy degrees.

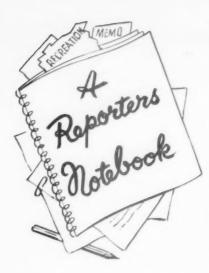
In 1923 she went to Cincinnati University as instructor in physical and health education and, through a succession of promotions, became a full professor in 1950. She was one of the originators and director of the university's annual Greek games, traditional competition between freshman and sophomore women. Interested in music and the fine arts, Dr. Coops lectured in this field.

During World War II she was on foreign duty with the American Red Cross.

Through her years in Cincinnati, she received numerous local, state, regional, and national honors.

Dr. William L. Lloyd received final tribute from city officials, his former colleagues, professional associates, and a host of friends when funeral services for the retired director of the Cabrillo Beach Marine Museum, San Pedro, were held last December.

Born in Springtown, Osborn County, Kansas, in 1880, Dr. Lloyd was graduated from the University of Pennsylvania's College of Dentistry and practiced his profession for many years. He came to Los Angeles in 1922 and joined the former department of playgrounds and recreation in 1934 as the first director of Los Angeles' Municipal Marine Museum, then located in a small room on the old Sunset Pier, Venice, Under his guidance, the Marine Museum expanded until it became necessary to move it into larger quarters at Cabrillo Beach where it achieved worldwide renown. Dr. Lloyd made a notable contribution to its success when he donated to it his fine personal sea shell collection. He retired as the museum's director in 1950, and was instructor in biology at Los Angeles State College during the academic year 1950-51. He returned to Cabrillo Beach Marine Museum late in 1951 as concessionaire and advisor for the recreation and park department.



#### Nature Leaders' Workshop

The Los Angeles City Recreation and Park Department is currently sponsoring a "Workshop for Nature Leaders" which consists of a series of eight Wednesday evening lectures, illustrated with slides or demonstrations, and table displays which are changed weekly, on birds, rocks, nature crafts, reptiles, mammals, fish, native plants, insects, shells, nature games and books. David Gray, director of the Fern Dell Nature Museum is in charge of the workshop.

#### Hospitality Box

Mrs. Elizabeth Robbins, a former NRA sponsor from West Orange, New Jersey, keeps a "Hospitality Box" in her home. The box itself is a simple metal bread box which she decorated attractively with Pennsylvania Dutch designs and the words "Lord, grant enough to serve our ends-with some left over for our friends" on the outside, and "Hospitality Box-Keep Me Filled!" on the inside of the cover. Into her box she puts such items as instant coffee, tea bags, cocoa, rye crisp, mayonnaise, canned chicken, fruit, paper napkins, jam, crackers, and cookies-to be used as gifts or refreshments when friends drop in. This idea, which would make an interesting project for women's craft groups, has many possibilities for adaptation to recreation center programs. Why not try a hospitality box at camp (it could be stocked with special treats and opened as a surprise at a special program); or at club meetings; or to take on a visit to shut-ins.

#### Don't-Do-It-Yourself Movement for Business

While the do-it-vourself movement is becoming bigger among consumers, the don't-do-it-yourself idea is even more

important in business and industry, according to the "York Report," published by York Engineering and Construction and York-Gillespie Manufacturing companies of Pittsburgh.

Though householders are "expanding expansion attics, painting furniture, making like carpenters, slip-covering their sofas, cutting each other's hair,' business is finding it pays to hire experts to perform special services. "Industry's swing to not doing things for itself-although somewhat obscured by the sparks from the consumer do-ityourself pinwheel-has been quietly moving ahead . . . more and more other functions are being put into the hands of those who can do them best."

Businesses normally obtain services of other firms specializing in law. taxes, engineering and advertising and now, in increasing frequency, businesses are contracting with other companies to train salesmen, handle personnel, conduct labor negotiations, book travel reservations, manage in-plant eating facilities, supervise safety programs, maintain quality controls, conduct process and product research, ascertain employee and public attitudes and solve other problems, the report points out.

#### Hawaiian Notes

Two very interesting items in the Playground News, monthly publication of the Honolulu Recreation Division, told about a unique workshop and a graduation celebration. The workshop -on how to make native Hawaiian instruments-was attended by twentyeight staff members; and many outside resources were used to make it a success: a local craftsman gave professional advice; a dance teacher gave a lecture and performed ancient dances; someone else sent bamboo to be used for one of the instruments: and so on.

One hundred and thirty womenmothers, grandmothers and one great grandmother-received certificates at the graduation exercises for the mothers' swimming classes. An all-day program marked the event with formal exercises, recognition for the volunteers who helped make the classes possible, a lavish buffet luncheon prepared by the mothers, music, dancing, and swim-

#### New Camp for Older People

Bronx House-Emanuel Camps has begun construction of a summer camp facility designed especially for people over sixty-five. It will be the fourth unit at the agency's camp site at Copake, New York.

According to Charles Ansell, camp director, the entire unit-building, terrain, room interiors-will be built exclusively for the comfort and convenience of older men and women. Twoweek vacations will be provided, and about seventy-five persons will be accommodated during each period.

#### Facts and Figures . . .

- · Mobile, Alabama -- Contracts have been let for a swimming pool at Baltimore Park to accommodate 260 swimmers at a time and fill a long standing summer program need.
- · Fort Atkinson, Wisconsin-A ninetyfive-acre site has been selected for a huge swimming pool and picnic area. The wedge-shape pool will be 150 feet long, 60 feet wide at the shallow end and 50 feet at the deep end.
- · Dayton, Ohio-New quarters to replace the over-burdened present facilities of the Dayton Boys Club, estimated to cost \$467,000, will be partially paid for through public subscription. During 1952, this Community Chest agency had a membership of 1,204 boys who paid 142,336 visits to the club rooms. At an average of two hours and forty minutes per visit, the total cost of running the club amounted to less than nine cents per hour per boy.
- · Oklahoma City, Oklahoma One hundred and forty-five people, representing thirty-nine agencies, participated in a recent recreation leadership training course in social recreation conducted by Anne Livingston of the NRA. There were representatives from thirteen churches, eight schools and colleges, three hospitals, and many private agencies as well as from the municipal recreation department.
- Alameda, California A \$106,000 park improvement program will include developing regular park features, a \$35,000 clubhouse, and a swimming
- · Tacoma, Washington-Part of the \$500,000 improvement program will be spent for a combined building for service and for golden-agers in downtown Wright Park. Two new playground recreation buildings, four wading pools, an animal building at the zoo, and a \$200,-000 salt water swimming pool are some of the other projects.
- · Cincinnati, Ohio-Two new community buildings have been built on playgrounds adjacent to pools: the Corryville building at a cost of \$85,078 and the Mount Washington Playground building at \$77,965. Each building contains shower and restroom facilities, a group room with a series of rolling doors which open to the beachwalk of the pool to combine both spaces for general activities, and an apartment for a resident caretaker.

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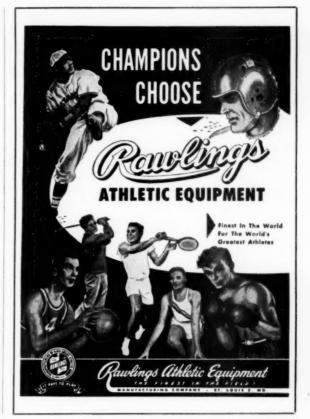
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# MARKET NEWS

#### Swimming Pool Test Unit

A new test unit for the control of chlorine and alkalinity in swimming pools has just been put on the market by LaMotte Chemical Products Company, Towson, Baltimore 4, Maryland. The unit is supplied in kit form for which refill parts are available. Reagents are contained in non-breakable



plastic bottles and complete instructions are included, Address inquiries to Mr. C. V. B. LaMotte.

#### Pienie Tables

Picnic Tables, made of seasoned oak treated under pressure with a special water repellent preservative for protection against decay and insect attack, are manufactured in a standard design or built to order. These Koppers Pressure-Treated Picnic Tables dry quickly after showers, do not require winter storage, and can be left unpainted if desired. Koppers Company, Inc., Wood Preserving Division, Pittsburgh 19.

#### Air Mat

A lightweight, collapsible air mattress of tough, flexible Koroseal has been designed by the B. F. Goodrich Company. Ideal for camping or beach use—it is easily carried, and may be inflated by mouth—as a sleeping mat or surfboard. B. F. Goodrich, Room 4010, 10 West 40th Street, New York 16.

#### Archery Kits

Archery bows of indestructible fiber

glass are now available in kits from the School Products Company, 47 Great Jones Street, New York 12. All necessary parts and simple instructions for the simple-to-assemble bows are included. The company also has assembled bows and other archery accessories. A catalog will be furnished on request.

#### Portable Grill

An efficient portable charcoal grill for all kinds of outdoor and indoor broiling is the Hamilton Metal Products Company's new Skotch Grill. A cool-air chamber surrounding the removable, recessed firepot eliminates excess surface heat. The grill is compact and requires only a small amount of fuel which can be carried right in the firepot. A useful product for camping, picnicking, touring—and it also can



double as a small space heater in a cabin or lodge. Charles Lipton, Ruder and Finn Associates, 32 East Sixty Eight Street, New York 21, will send an illustrated brochure on request.

#### Rhythm Band Primer—Catalog

A very interesting and worthwhile booklet, filled with helpful instructions on building and directing a rhythm band, with complete catalog of instruments, orchestrations and publications, this newly revised edition of the *Peripole 'little symphony' Rhythm Band Parade* is offered free of charge to recreation leaders. For your copy, write to the Education Department of the Peripole Products, Incorporated, 2917

Avenue R. Brooklyn, 29, New York,

#### Free Score Cards

The MacGregor Company, manufacturers of sports equipment, is offering our readers these very attractive items: a tennis score card, tennis chart, golf chart with room to score both match and medal play, and a book of tennis match score sheets. Request yours from the company, 4361 Spring Grove Avenue, Cincinnati 32, Ohio.

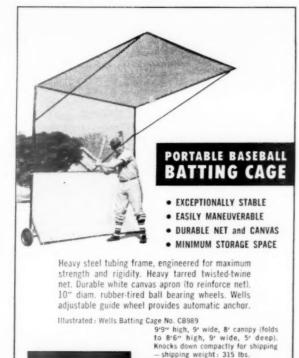
#### Razor Saws

The latest addition to the X-acto line of hobby tools is a new Razor Saw Set two razor saw blades of three-quarterand one-inch widths plus a #5 X-acto universal handle-or blades and handles may be purchased separately. The razor saw has proved itself a most useful tool, with the blade joined to the handle at an angle for fine and accurate cross-cutting, trimming, and notching of metals, wood, and plastics. For economy and convenience the #5 handle accomodates a total of twenty-one styles of X-acto blades, routers, gouges, and punches in addition to the razor saw blades.

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## Listening and Viewing

#### **Publications**

Children and TV-Making the Most of It is a new forty-page bulletin which has just been published by the Association for Childhood Education International in response to requests of parents and teachers for immediate help on the

Outstanding educators familiar with children and with TV have combined to present a positive and constructive approach to television and family living.

The research that has been done in connection with children and television is covered by Paul Witty. Florence Brumbaugh discusses the effect of television advertising. Alyce Seekamp writes of the teacher's role in utilizing in and out of school experiences with TV. A variety of anecdotes of family solutions to TV in their homes reinforces the points made throughout the bulletin. Published in February 1954. pages 40, price \$.75; 20 per cent discount on lots of twenty-five or more. Order from Association for Childhood Education International, 1200 - 15th Street, N.W., Washington 5, D. C.

Educators Guide to Free Films, 1953, is the thirteenth annual edition of this helpful work tool. Its listing of 2.574 titles of free films-of which 562 are new-can be more than worth its price of \$6.00. Order from Educators Progress Service, Randolph, Wisconsin.

Educators Guide to Free Slide Films. 1953. This fifth annual edition lists 609 titles. \$4.00. Order from Educators Progress Service, Randolph, Wisconsin.

#### **Educational TV**

"During the past year a most significant development in American communications and education took place: the first two non-commercial educational television stations in the country. at Houston and Los Angeles, went on the air. Nearly fifty applications to build stations have been filed with the Federal Communications Commission and almost thirty permits have been granted. Eventually the whole nation could be nearly blanketed with the output of educational stations, for the FCC has reserved twenty-five channels exclusively for education.

"The progress educational TV has made in less than two years is great news, for it shows that Americans are working hard to take advantage of an opportunity that will leave its mark on many generations to come: it will help to provide education and understanding that are essential if we are to fulfill our obligations as citizens. And with education and understanding, we can fashion an era of opportunity that could outshadow all those the world has known before.

"So determined are many communities to get their educational TV stations in operation, that they have planned programs long in advance of the completed fund raising and purchasing of equipment. Detroit is a good example. Specific programs, with titles, have been worked out to fill six hours a day. These are shows that the people of Detroit have said, through the educational TV program committee, that they want, not what someone thinks they want. Subjects include the symphony, galleries and museums, even a show on how to glamorize housework.

"Communities are discovering that they have many program resources they never realized were in their own backvards. To develop them will take ingenuity and imagination."-Dr. MIL-TON EISENHOWER, in National AMVET, January 1954.

#### Films

\* The recreation department in Dodge City, Kansas, has completed a film covering the 1953 recreation program.

\* World Series films of 1953 are now ready, and are available to all ABC teams and leagues at no cost other than shipping charges both ways.

Also added to the large ABC film library is another short subject "Building Big Leaguers," showing how young diamond prospects are trained by the Brooklyn Dodgers and Cleveland Indians at their amazing training camps to take care of hundreds of young hopefuls. Shipping charges average \$3.00 per round trip for each five hundred mile journey for each subject.

One condition of showing these films is that all programs must be free. Write to American Baseball Congress, Battle Creek, Michigan, for further particu-

Added service to ABC teams in obtaining the 1953 World Series film will be provided by the Hillerich and Bradsby Company, makers of the famous Louisville Slugger Bats, who are one of the film's sponsors. Teams or leagues desiring to write directly to Hillerich and Bradsby, address Department NR, Hillerich and Bradsby, 424 Finzer Street, Louisville 2. Kentucky.

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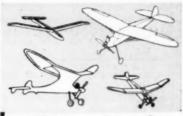
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# **Books** Received

AMERICAN HOUSING, PROBLEMS AND PROSPECTS, The Twentieth Century Fund, 330 West 42nd Street, New York 36, Pp. 466, \$3,00.

ART EDUCATION FOR SLOW LEARNERS, Charles and Margaret Gaitskell, Chas. A. Bennett Co., Inc., Peoria 3, Ill.

Pp. 46. \$1.75.

BETTY WHITE'S DANCING MADE EASY. David McKay Co., Inc., 55 Fifth Avenue, New York 3. Pp. 276. \$3.95.

Collecting Butterflies and Moths, Ian Harman. John de Graff, Inc., 64 West 23rd Street, New York 10. Pp. 128, \$1.95.

Conquest of Everest, The, Sir John Hunt, E. P. Dutton & Co., Inc., New York 10. Pp. 300, \$6,00.

EARLY AMERICAN SPORT. Compiled by Robert W. Henderson. Second Edition. A. S. Barnes & Co., New York 16. Pp. 234. \$10.00.

FUN WITH MATHEMATICS, Jerome S. Meyer. The World Publishing Company, 2231 West 110th Street, Cleveland 2, Ohio. Pp. 176. \$2.75.

One-Act Plays for All-Girl Casts, Marjorie B. Paradis. Plays Inc., 8 Arlington Street, Boston 16, Mass, Pp. 193. \$2.50.

Satisfactions in the White-Collar Job, Nancy C. Morse. Institute for Social Research, University of Michigan, Ann Arbor, Mich. Pp. 235. \$3.50.

Science Fun With Milk Cartons, Herman and Nina Schneider. Whittlesey House, McGraw-Hill Book Co., Inc., New York 36. Pp. 139. \$2.50.

Social Work Year Book 1954. American Association of Social Workers, 1
Park Avenue, New York, Pp. 703,
\$6.00.

Wonders of the Heavens, Kenneth Heuer, Dodd, Mead & Co., New York 16, Pp. 81, \$2.50.

# **Pamphlets**

EIGHTY-FOURTH ANNUAL REPORT, JULY, 1952, THROUGH JUNE, 1953. The American Museum of Natural History, Central Park West at 79th Street, New York 24. Pp. 80. Free.

Fun at the Meeting Place. Games for Small Groups. Homemade Games. National Committee on Boys and Girls Club Work, 59 East Van Buren Street, Chicago 5, Ill. Pp. 32 each. \$.10 each, set of three for \$.25. How to Make a Little Go a Long Way. Young's Research Service, P. O. Box 72, Gracie Station, New York 28. Pp. 64, \$1.00.

Medical Research May Save Your Life! Gilbert Cant. Public Affairs Committee, Inc., 22 East 38th Street, New York 16. Pp. 28. \$.25.

REHABILITATION OF INDUSTRIAL HAND AND ARM DISABILITIES, THE. The Institute for the Crippled and Disabled, 400 First Avenue, New York 10. Pp. 47. \$1.00.

Samuel French Basic Catalogue of Plays, The. Samuel French, Inc., 25 West 45th Street, New York 36. Pp. 388, Free.

STRANGER AT OUR GATE, THE, Hubert H. Humphrey, Jr. Public Affairs Committee, New York 16. Pp. 28. \$.25.

THINKING AHEAD IN YMCA PHYSICAL EDUCATION. National Council of YMCA, 291 Broadway, New York 7. Pp. 41. \$1.00.

THIRD ANNUAL REPORT, 1952-1953. The National Assoc, for Mental Health, Inc., 1790 Broadway, New York 19. Pp. 39. Free.

20TH ANNIVERSARY YEARBOOK OF ADULT EDUCATION, 1953. New York Adult Education Council, Inc., 254 Fourth Ave., New York 10. Pp. 112. \$2.00.

U. S. NAVY OCCUPATIONAL HANDBOOK FOR WOMEN. Bureau of Naval Personnel, Washington 25, D. C. Unpaged. Free.

# **Magazines**

Beach and Pool, December 1953 Pool Water Chlorination.

Design Portfolio: Diatomic Filter. Judging Synchronized Swimming,

Beulah Gundling.

Swimming Pool Operators' Association, Thomas F. Buckley, January 1954

Sanitation of Bathhouses, A.W. Morrison, Jr.

A Report on the Electronic Alarm, Carl C. Lienau.

Design Portfolio: Gravity Rapid Sand Filters.

Pool Construction and Maintenance Methods, Frank H. Snary.

CAMPING MAGAZINE, January 1954
How to Raise Camp Building Funds,
Harley Van Akkeren.

Expanding Your Waterfront Program, Joseph L. Hasenfus.

Movies Can Énrich Your Camp Program, Howard G. Gibbs.

Capture Your Campers' Interest in Nature. JOURNAL OF HEALTH, PHYSICAL EDUCA-TION AND RECREATION, January 1954 Planning Outdoor Spectator Structures, Richard Westkaemper.

Recreation Leadership for Physical Education Majors, James G. Mason

A Community Swims at the School, Howard Ploessel.

From One to One Hundred, Henry J. Ponitz.

Parks and Recreation, December 1953
The Facts on National Park Service
Operation.

Institute Education Committee Report, Robert E. Everly.

It All Comes From the Same Pocket, L. A. Touchae.

New Park—East Bay Regional Park District (California), Richard E. Walpole.

January 1954

Cape Hatteras—Seashore for Everyone, H. Raymond Gregg.

Vizcaya—Dade County Florida

Tideland Oil Funds Sought to Aid Parks.

Honolulu's Beach Parks.

A Swimming Pool for Your City, John A. Corrick.

Park Maintenance, December 1953
"Take-up Rinks," Newest for Artificial Outdoor Ice.

Park Trees, Jacob Gerling.

"Operation Units" (King County, Washington).

January 1954

Advisory Boards—Do They Mean Anything to a Park System?

Small Community Gets a Lot for the Money with Dual Facility, Leo J. Feser.

Detroit's Holiday Present to Public Is Its Second Artificial Ice Rink.

Short Golf Course Is Becoming More of Attraction for Use in Parks.

#### TENNIS FOR TEACHERS

Enlarged Edition, 227 pp. . . . \$4.00
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book gives stroke mechanics and strategy; teaching
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# new Publications

Covering the Leisure-time Field

#### Hunting with the Microscope

Gaylord Johnson and Maurice Bleifeld. Sentinel Books Publishers, Incorporated, 112 East 19th Street, New York 3. Pp. 131, \$.75,

Counselors in your camp can make use of this book to introduce young people to the sciences in an exciting and dramatic way. Science clubs in community centers will want to investigate it too. It is a beginner's guide to exploring the micro-world of plants and animals and, starting with a chapter on "How to Use the Pocket Lens-Simplest Microscope of All," it tells "How to Choose Your Weapons for Hunting in the Micro-Jungle." "Where and How to Hunt Microscopic Big Game." "How to Do Microscopic Detective Work. and so on. Generously illustrated with helpful sketches, reasonably priced.

#### The Magic Lake

Robert Oberreich. J. P. Lippincott Company. East Washington Square, Philadelphia 5, Pennsylvania.

A book for boys—and a good one—written by a recreation leader from a first-hand knowledge of boys, is always news. Bob Oberreich is co-founder and director of the famous Madison Square Children's Theatre in New York City. (His own account of this interesting and colorful experiment on the lower East Side appeared, in the November 1951 issue of Recreation, under the matter-of-fact title, "Unique Children's Theatre,")

The Magic Lake is the story of four red-blooded boys in the northern woods. Anything can happen, and does, in this thrilling tale of a "summer to beat all summers." For youngsters ages eight to twelve.

Mr. Oberreich was asked whether there were any special or unusual circumstances connected with its writing, "Yes," he said, "Three hundred alert and hypercritical juvenile editors worked on it with me." No wonder it's good.

#### BASEBALL

The Pictorial Baseball Instructor, Lamont Buchanan. E. P. Dutton and Company, Incorporated, New York 10, Pp. 124, \$2.95.

Batting As Major Leaguers Do It, Clifford W. Brown. Soccet Associates, 10 Overlook Terrace, New York 33, Pp. 82, \$2,50.

Spring usually brings a rash of books on baseball; and the two mentioned here are among the early birds in 1954. The Pictorial Baseball Instructor is a book of action photographs of well-known ball players. It shows, by means of these pictures, just how each position is played—on three levels: college; big league; little league—and it offers forty rules "to enable you to play any position."

Batting As Major Leaguers Do It, on the other hand, concentrates on techniques that are "murder to all pitchers." It is a book designed to be of help to coaches in high schools, prep schools and colleges, and presents the fundamentals of batting in easy-to-learn exercises that the boys can use to help themselves on their own time.

#### Visual Aids for the Public Service

Rachel Marshall Goetz. Public Administration Service, 1313 East 60th Street, Chicago 37, Illinois. Pp. 89. \$3.25.

Welcome, indeed, is this good practical manual containing the "know-how" of using visual aids—so important nowadays in the telling of your story! Prepared by Mr. Goetz, as a result of a pilot study of the improved use of the tools of communication—conducted by the Public Administration Clearing House in Chicago—it covers bulletin boards, posters, displays, graphics, films, film strips and so on, telling how to utilize these media to: arous attention; convey information; organize ideas; motivate action. It explains

simply, and with the help of amusing sketches, the essentials of obtaining good results; and, although not inexpensive, is worth the price. Administrators and program leaders alike would do well to add this to their working libraries.

#### YOUR PAMPHLET SHELF

GUDE FOR AGENCY SELF-APPRAISAL, Harleigh B. Trecker, Federation of Protestant Welfare Agencies, Incorporated, 207 Fourth Avenue, New York 3, Pp. 24, 8,35.

Excellent tool for any agency, public or private, this guide has been prepared in consultation with the Federation of Protestant Welfare Agencies. Mr. Trecker is dean of the School Social Work. University of Connecticut, and well known for his publications of books and articles in that field. At present he is serving as president of the American Association of Group Workers.

Tell-Tales. Nursery Training School Alumae Association, 355 Marlborough Street, Boston, Massachusetts. Pp. 24, 8,50.

The second in a series of play-pamphlets, which is a collection of stories and verses for young children—some of which are original tales tested in nursery school groups. Bibliography is a list of books for the storyteller.

PAPIER MACHE, LaVerne Moritz.

Painting on Textiles, LaVerne Moritz, LaVee Studio, 22 East 29th Street, New York 16. Pp. 48. \$2.00 each.

The former is the second printing of a paper-bound book on "how to make things from newspapers." Includes wellillustrated sections on dishes and trays, masks, puppet heads, penny banks, Indian designs, jewelry, figurines, worry birds, window displays, model railroad tunnels and trees. Some good crafts projects, and fresh ideas here.

Painting on Textiles is new, and is planned for group leaders, is good for community centers, playgrounds, camps, schools.

WOOD AND ART METAL, Harold O. Akeson. The Bruce Publishing Company, Milwaukee 1, Wisconsin. Pp. 62. \$.35.

This publication of instructional aids is the result of the author's experience in teaching metalcraft in a general shop. The original projects presented are carefully considered in the light of objectives of the type of work involved, and are based on years of experience, Instructions are concise, and are clarified by helpful diagrams.

BETTER CAMPING—A Procedure for Administration of National Standards and Desirable Practices for YMCA Camps. Association Press, New York 7. Pp. 36. \$.75.

Outline of standards suggestive for all camps.

Ernest Thompson Seton's America The Devin-Adair Company, 23 East 26th Street, New York 10, Pp. 413,

Anyone of you who remembers the animal and nature tales of Ernest Thompson Seton from your own childhood will be glad to meet these old friends again, and will want to pass them on to the young people of today. This collection, edited with careful discrimination, is a boon to the storyteller including, as it does, his campfire Indian legends, and old favorites such as "Lobo," and "Krag"-as well as to all nature and camping departments. Mr. Seton's writing is timeless, and his things appeal to all ages. During his long career as naturalist, he founded the Woodcraft League, forerunner of the Boy Scouts.

#### McCall's Giant Golden Make-It Book

Simon and Schuster, New York 20. Pp. 256. \$2.95.

A book that can be a boon to harried mothers of restless offspring on that rainy afternoon, or to camp counselors or other leaders of children's groups. There is something for every-age child to do or to make -with colored illustrations showing just how to proceed. A section on the use of basic tools tells how the right tools, properly used, can make doing things simpler. Suggestions also include the use of second-hand materials, throwaways-money saversfor the creation of some useful or enjoyable product. Anyway, what boy wouldn't like to make a boat that floats, or what little girl could resist turning a paper box into doll furniture? Making a miniature garden, or a chemical



garden, is fun too. What about an Easter basket? You'd better investigate.

#### "8 to 18"

J. Wesley McVicar. The Physical Education Department, National Council of the YMCA's of Canada, 15 Spadina Road, Toronto 4, Ontario. Pp. 196. Single copies \$3.00, two copies \$5.00.

For leaders conducting a program of activities for boys, this graded and progressive outline—of physical education activities which have proved effective in the YMCA's of Canada—offers instructions for a wide selection. It includes stunts and agility exercises, marches, tumbling, group games, relays, athletics.

#### Official Softball—Track and Field Guide, Jan. 1954 - Jan. 1955

American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, NW, Washington 6, D. C. Pp. 160. \$.50.

This official guide book, just out, is a part of the official Sports Library for Girls and Women, which is published for the National Section for Girls and Women's Sports by the American Association for Health, Physical Education and Recreation. It contains excellent articles on sports for women, written by women, as well as official rules, listing of visual aids, techniques for officiating at games, and so on. Discounts are given on quantity orders.

#### Handweaver & Craftsman

Handweaver & Craftsman, Incorporated, 246 Fifth Avenue, New York 1. Pp. 64. Quarterly, \$1.00 a copy, \$4.00 a year.

If you are interested in weaving, you should know about this periodical which is now entering its fifth year, and which is published quarterly. The Winter 1953/1954 issue which has come to our desk is filled with fascinating engravings of fabric designs old and new. It not only offers historical backgrounds. but all sorts of practical ideas and information. Do you know, for instance, what Aaklae weaving is, or about the new man-made fiber which has been developed for handweavers, or the schedule of exhibitions between now and June? If not, you'd better look into this!

#### Making Pottery Figures

Marjorie Drawbell. Studio Crowell. New York 16. Pp. 96. \$4.50.

A beautiful book which is concerned primarily with offering how-to-do information on the reproduction of modelled figures. Some knowledge of casting is assumed, but the book provides practical guidance at every stage of modelling, mold-making, pouring, drying, firing, decorating, glazing, and in the selection of a kiln. Stage-bystage photographs accompany the text, and make Miss Drawbell's instructions extraordinarily clear.

#### Science Fun with Milk Cartons

Herman and Nina Schneider. Whittlesey House, McGraw-Hill Book Company, Incorporated, New York 36. Pp. 159, \$2.50.

No one would guess that all of these things-bridges, dump trucks, railroad cars, boats, elevators and many morecan be made from milk cartons! This book contains the simple detailed directions that are needed and Jeanne Bendick's easy-to-understand drawings. Mr. Schneider developed milk carton models to use in his work as science consultant for the New York City schools, and teachers, as well as boys and girls, were fascinated. The idea was written up in the press, from coast to coast. Perhaps you saw it? At any rate, these ideas have been tried out and found practical.

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# **Recreation Leadership Courses**

Sponsored by the National Recreation Association

Local Recreation Agencies

#### March and April 1954

HELEN M. DAUNCEY Social Recreation	Seattle, Washington March 1-4	Ben Evans, Director of Recreation, 100 Dexter Avenue
	Portland, Oregon March 8-11	Bureau of Parks and Public Recreation, and Council of Social Agencies
	Pacific Northwest District March 15-April I	W. H. Shumard, NRA District Representative, 2864–30th Avenue West, Seattle, Washington
	Yakima, Washington April 6-9	Ed Putnam, Recreation Director
	Boise, Idaho April 12-15	W. E. Everts, Director of Recreation, City Hall
Anne Livingston Social Recreation	Emporia, Kansas March 23-25	James A. Peterson, Superintendent of Recreation
	Manchester, Georgia April 5-8	C. V. Blankenship, Callaway Mills Company
	Milstead, Georgia April 12-15	James F. Snider, Callaway Mills Company
MILDRED SCANLON Social Recreation	Long Beach, California March 8-11	Walter L. Scott, Director of Municipal and School Recreation, Long Beach Recreation Commission, 235 E. 8th St.
	Hayward, California March 15-18	Hayward Area Park, Recreation and Parkway District, and Hayward Adult and Technical School
	Reno, Nevada March 22-25	W. C. Higgins, Superintendent, Department of Parks and Recreation
	Santa Rosa, California March 29-April 1	Hans A. Thompson, Recreation Director, Recreation Department, 500 King Street
	Pasadena, California April 5-8	E. E. Bignell, Director of Recreation, Pasadena Department of Recreation, 1501 East Villa Street
	Salt Lake County, Utah April 12-15	Paul S. Rose, Superintendent, Salt Lake County Recreation Department, 5177 South State Street, Murray
	Hammond, Indiana April 27-30	John N. Higgins, Recreation Director, Board of Parks and Recreation
GRACE WALKER Creative Recreation	Oakland, California March 1-4	Jay M. VerLee, Superintendent of Recreation, Recreation Department
	Williamston, North Carolina March 22-25	W. A. Holmes, Principal, E. J. Hayes School, Box 111
	Halifax, North Carolina March 29-April I	Mrs. Bessye S. Wilder, Supervisor, Halifax County Schools
	Charlotte, North Carolina April 5-8	Miss Rosalie F. Wyatt, Supervisor, Mecklenburg County Board of Education
FRANK A. STAPLES Arts and Crafts	Phoenix, Arizona March 1-4	Henry T. Swan, Superintendent of Recreation, Parks and Recreation Department, 2700 North 15th Avenue
	Pasadena, California March 8-11	E. G. Bignell, Director of Recreation, Pasadena Department of Rec- reation, Jefferson Recreation Center, 1501 East Villa Street
	King County, Washington March 15-25	Russell Porter, Director of Recreation, King County Park and Recreation Department, 612 County-City Building, Seattle
	Boise, Idaho April 19-29	W. E. Everts, Director of Recreation, City Hall

Miss Dauncey and Mr. Staples will attend the NRA Pacific Northwest District Conference at Spokane, Washington, March 29-31, Mrs. Livingston will attend the NRA Midwest District Conference, March 31-April 3 at Hutchinson, Kansas,

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure, and the like, communicate with the sponsor of the course as listed above.

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#### Wrapped in sleep...wrapped in love

Day's end for tiny legs and arms . . . the bedtime story told, prayers said, the tired little body held for a moment's hug, then tucked into bed . . .

Seal the day now with her good-night kiss and let her drift away into slumber, safe and secure.

Security is the deepest need of our living, and its greatest reward. To provide it for those we love is a privilege possible only in a country like ours.

And this is how we make America secure: by making our own homes so. One secure family circle touching another builds a secure land.



#### Saving for security is easy!

Here's a savings system that really works—the Payroll Savings Plan for investing in United States Savings Bonds.

This is all you do. Go to your company's pay office, choose the amount you want to save—a couple of dollars a payday, or as much as you wish. That money will be set aside for you before you even draw your pay. And automatically invested in Series "E" Savings Bonds which are turned over to you.

If you can save only \$3.75 a week on the Plan, in 9 years and 8 months you will have \$2,137.30. For your sake, and your family's, too, how about signing up today?

